

Summary of Learning

Teacher: Nixon

Grade 6

School Year: 2021-22

School: Randerson Ridge

Date: June 28th, 2022

Math: Big Ideas

- Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.
- Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.
- Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.
- Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.

Students: measured various shapes & objects, applied formulas to solve area, volume and capacity problems. They measured & classified angles. They built owl houses by interpreting plans, calculating angles/lengths, measuring and cutting wood. Students calculated the theoretical probability of events, experimented by simulating events with dice, coins, spinners to compare and contrast theoretical with experimental probability. Students estimated, calculated and checked decimal sums, differences, quotients and products. All skills were practiced within the framework of problem-solving and multi-step problems.

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 dressups/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

- The solar system is part of the Milky Way, which is one of billions of galaxies.
- Newton's three laws of motion describe the relationship between force and motion.
- Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

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; Co-operatively design projects on planets and ecosystems; 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.

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Career Education: Big Ideas

- Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.
- Our personal digital identity forms part of our public identity.
- 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.
- New experiences, both within and outside of school, expand our career skill set and options.

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; recognize the influence of peers, family, and communities on career choices and attitudes toward work.

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.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- 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, movements, technologies, tools, techniques, and environments in art making; create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, and experimentation; research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, 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.
- Reciprocal communication in French is possible using high-frequency vocabulary and sentence structures.
- Stories help us to acquire language and understand the world around us.
- Learning about Francophone communities helps us develop cultural awareness.

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. communities where French is spoken which include information about celebrations, festivals, food, geography, population, territory, traditions across Canada; a Francophone cultural festivals or celebrations like le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival de la francophonie de Victoria, le Festival du Voyageur, le Festival du Bois, Métis Fest; and include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports in Canada