

## **Course Outline (2020-2021)**

### **Mrs Salmon – Grade 6**

#### **MATH**

Units of Study and Timeline (approximate)

#### **1 – Patterns and Equations (September)**

##### P6.1

Extend understanding of patterns and relationships in tables of values and graphs.

##### P6.2

Extend understanding of preservation of equality concretely, pictorially, physically, and symbolically.

##### P6.3

Extend understanding of patterns and relationships by using expressions and equations involving variables.

#### **2 – Understanding Number (October)**

##### N6.1

Demonstrate understanding of place value including:

- greater than one million
- less than one thousandth

with and without technology.

##### N6.2

Demonstrate understanding of factors and multiples (concretely, pictorially, and symbolically) including:

- determining factors and multiples of numbers less than 100
- relating factors and multiples to multiplication and division
- determining and relating prime and composite numbers.

##### N6.3

Demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology.

##### N6.7

Extend understanding of fractions to improper fractions and mixed numbers.

##### N6.9

Research and present how First Nations and Métis peoples, past and present, envision, represent, and use quantity in their lifestyles and worldviews.

### **3 – Decimals (November)**

#### N6.1

Demonstrate understanding of place value including:

- greater than one million
- less than one thousandth

with and without technology.

#### N6.8

Demonstrate an understanding of ratio concretely, pictorially, and symbolically.

### **4 – Angles & Polygons (December/January)**

#### SS6.1

Demonstrate understanding of angles including:

- identifying examples classifying angles
- estimating the measure
- determining angle measures in degrees
- drawing angles
- applying angle relationships in triangles and quadrilaterals.

#### SS6.2

Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including:

- relating area to volume
- comparing perimeter and area
- comparing area and volume
- generalizing strategies and formulae
- analyzing the effect of orientation
- solving situational questions.

### **5 – Fractions, Ratios, and Percent (February)**

#### N6.4

Extend understanding of multiplication and division to decimals (1-digit whole number multipliers and 1-digit natural number divisors).

#### N6.5

Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically.

#### N6.6

Demonstrate understanding of integers concretely, pictorially, and symbolically.

## **6 – Geometry & Measurement (March)**

### SS6.3

Demonstrate understanding of regular and irregular polygons including:

- classifying types of triangles
- comparing side lengths
- comparing angle measures
- differentiating between regular and irregular polygons
- analyzing for congruence.

### SS6.4

Demonstrate understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates.

### SS6.5

Demonstrate understanding of single, and combinations of, transformations of 2-D shapes (with and without the use of technology) including:

- identifying
- describing
- performing.

## **7 – Data Analysis & Probability (April)**

### SP6.1

Extend understanding of data analysis to include:

- line graphs
- graphs of discrete data
- data collection through questionnaires, experiments, databases, and electronic media
- interpolation and extrapolation.

### SP6.2

Demonstrate understanding of probability by:

- determining sample space
- differentiating between experimental and theoretical probability
- determining the theoretical probability
- determining the experimental probability
- comparing experimental and theoretical probabilities.

## **8 – Transformations (May/June)**

### SS6.1

Demonstrate understanding of angles including:

- identifying examples classifying angles
- estimating the measure
- determining angle measures in degrees
- drawing angles
- applying angle relationships in triangles and quadrilaterals.

### SS6.5

Demonstrate understanding of single, and combinations of, transformations of 2-D shapes (with and without the use of technology) including:

- identifying
- describing
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## **SCIENCE**

Units of Study and Timeline (approximate)

### **1 – Life Science – Diversity of Living Things (September/October)**

#### DL6.1

Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.

#### DL6.2

Examine how humans organize understanding of the diversity of living things.

#### DL6.3

Analyze the characteristics and behaviors of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates.

#### DL6.4

Examine and describe structures and behaviors that help:

- individual living organisms survive in their environments in the short term
- species of living organisms adapt to their environments in the long term.

#### DL6.5

Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.

### **2 – Physical Science – Understanding Electricity (November/December/January)**

#### EL6.1

Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts.

#### EL6.2

Investigate the characteristics and applications of static electric charges, conductors, insulators, switches, and electromagnetism.

#### EL6.3

Explain and model the properties of simple series and parallel circuits.

### **3 – Physical Sciences – Principles of Flight (February/March)**

#### FL6.1

Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight.

#### FL6.2

Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.

#### FL6.3

Design a working prototype of a flying object that meets specified performance criteria.

### **4 – Earth and Space Science – Our Solar System (April/May/June)**

#### SS6.1

Research and represent the physical characteristics of the major components of the solar system, including the sun, planets, moons, asteroids, and comets.

#### SS6.2

Assess the efficacy of various methods of representing and interpreting astronomical phenomena, including phases, eclipses, and seasons.

#### SS6.3

Evaluate past, current, and possible future contributions of space exploration programs including space probes and human spaceflight, which support living and working in the inner solar system.

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## **SOCIAL STUDIES**

Units of Study and Timeline (approximate)

### **Goal - Interactions and Independence**

#### **1 - Global Interdependence (September/October)**

##### IN6.1

Evaluate and represent personal beliefs and values by determining how culture and place influence them.

##### IN6.2

Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

##### IN6.3

Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

##### IN6.4

Explore aspects of cultural change over time, including:

- reasons for cultural change
- examples of cultural change
- how cultural change affects youth
- how youth respond to cultural change.

### **Goal - Dynamic Relationships**

#### **2 - Celebrating People and Places (November/December/January)**

#### DR6.1

Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.

#### DR6.2

Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.

#### DR6.3

Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.

#### DR6.4

Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

### **Goal – Power and Authority**

#### **3 – Power and Privilege (February/March)**

##### PA6.1

Examine the relationship between an individual's power and authority and the power and authority of others.

##### PA6.2

Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

##### PA6.3

Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

### **Goal – Resources and Wealth**

#### **4 – Your Choice, Your Voice (April/May/June)**

##### RW6.1

Examine and analyze factors that contribute to quality of life, including material and non-material factors.

##### RW6.2

Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

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## **ENGLISH LANGUAGE ARTS**

### **Outcomes**

#### **Comprehend and Respond (CR)**

##### **CR6.1**

View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

##### **CR6.2**

Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

##### **CR6.3**

Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

##### **CR6.4**

View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

##### **CR6.5**

Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

##### **CR6.6**

Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

### CR6.7

Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

### CR6.8

Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression.

## **Compose and Create (CC)**

### CC6.1

Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

### CC6.2

Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

### CC6.3

Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

### CC6.4

Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

### CC6.5

Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

### CC6.6

Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

### CC6.7

Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.

### CC6.8

Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

### CC6.9

Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

## **Assess and Reflect on Language Abilities (AR)**

### AR6.1

Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.

### AR6.2

Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.

### AR6.3

Appraise own and others' work for clarity.

## **Units of Study and Timeline (approximate)**

- 1- **Into the Spotlight/Identity Unit (September/October)**
- 2- **Peace and Conflict (November/December)**
- 3- **Tales, Heroes, Deeds and Wonders (January/February)**
- 4- **Messages/Biographies – Underground to Canada (March/April)**
- 5- **Space, Stars and Quasars (May/June)**

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## **ARTS EDUCATION 6**

### **Outcomes**

#### **Creative/Productive (CP)**

##### CP6.1

Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

##### CP6.2

Investigate and manipulate elements of dance and principles of composition including repetition and contrast.

##### CP6.3

Shape dance compositions using various choreographic forms (e.g., ABA).

##### CP6.4

Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

##### CP6.5

Select and use focus, tension, conflict, and symbol to convey ideas.

##### CP6.6

Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

##### CP6.7

Demonstrate increased skills and abilities in the use of voice and instruments.

##### CP6.8

Investigate and manipulate elements of music and principles of composition including repetition and variety.

##### CP6.9

Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

##### CP6.10

Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

##### CP6.11

Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

### CP6.12

Demonstrate increased skills and problem-solving abilities in a variety of visual art media.

### **Critical/Responsive (CR)**

#### CR6.1

Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

#### CR6.2

Investigate and identify ways that the arts can express ideas about identity.

#### CR6.3

Examine arts expressions and artists of various times and places.

### **Cultural/Historical (CH)**

#### CH6.1

Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

#### CH6.2

Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

#### CH6.3

Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work.

### **Units of Study and Timeline (approximate)**

- 1- **Dance (September/October)**
- 2- **Drama (November/December)**
- 3- **Visual Art (January/March)**
- 4- **Music (April/June)**

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## **CAREERS EDUCATION 6**

### **Outcomes**

#### **Change and Growth (CG)**

##### CG6.1

Investigate the influence of a positive self-image on one's life.

##### CG6.2

Analyze the benefits of developing personal competence in building healthy relationships (i.e., emotional, spiritual, mental, and physical).

#### **Connections to Community (CC)**

##### CC6.1

Investigate various aspects of careers and their requirements.

##### CC6.2

Investigate and compile data to explain ways work contributes to individuals and the community.

#### **Life and Work Plan (LW)**

##### LW6.1

Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one's own career.

##### LW6.2

Investigate the interrelationship of life roles.

#### **Units of Study and Timeline (approximate)**

- 1- **Self-esteem and self-concept (September/October)**
- 2- **Behaviors and Attitudes in the Workplace(November)**
- 3- **Resolving Situations in the Workplace (December/January)**
- 4- **Pursuit of Happiness (February)**
- 5- **Ten Years from Now Project (March/April)**

- 6- **Roles and Responsibilities in the Workplace (May)**
- 7- **Career Choices/Resumes/Attending an Interview (June)**

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## **HEALTH**

### **Outcomes**

Units of Study and Timeline (approximate)

#### **1 – Your Health and Wellness (September/October)**

##### **DM6.8**

Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

##### **DM6.9**

Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

##### **USC6.1**

Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

##### **USC6.7**

Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviors and determine how and why certain groups of consumers (e.g., youth as 'replacement' smokers) are targeted.

## **2 – Mental and Emotional Wellness (November/December)**

### DM6.8

Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

### DM6.9

Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

### USC6.4

Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

## **3 – Healthy Relationships (January/February)**

### DM6.8

Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

### DM6.9

Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

### USC6.2

Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

## **4 – Safety and the Environment (March/April)**

### USC6.6

Develop and demonstrate the knowledge, skills and personal standards necessary for establishing and supporting safe practices related to various community activities.

### DM6.8

Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions

### DM6.9

Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety and health promotions.

## **5 – Preventing Diseases (May/June)**

### USC6.3

Demonstrate an understanding of how non-curable infections, including HIV and hepatitis C infection, are transmitted and how these infections influence the health (ie. physical, mental, spiritual, and emotional) and the identities of self, family and community.

### DM6.8

Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions

### DM6.9

Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety and health promotions.

## **6 – Action Plan Project (June)**

### AP6.10

Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

### USC6.2

Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

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