English Language Arts

What students will know, do and understand?

2020-21 Learning Framework -6

	September-December	January-June
Students will Understand… *Big Ideas*	**Reading, Listening and Viewing** • Language and text can be a source of creativity and joy • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world • Texts can be understood from different perspectives and point of view **Writing, Speaking and Representing** • Language and text can be a source of creativity and joy • Developing our understanding of how language works allows us to use it purposefully	**Reading, Listening and Viewing** • Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens • Texts can be understood from different perspectives **Writing, Speaking and Representing** • Exploring and sharing multiple perspectives extends our thinking • Using language in creative and playful ways helps us understand how language works

Months	**Sept- Oct**	**Nov-Dec**	**Jan-Feb**	**March-April**	**May-June**
Students will do / know… *Learning Standards*	**Focus: Perspectives and Voice** **Through reading, listening and viewing students will:** • Access and integrate information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Consider different purposes, audiences, and perspectives in exploring text **Through writing, speaking and representing students will:** • Exchange ideas and perspectives to build shared understanding and extend thinking *(techniques of persuasion)* • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (presentation techniques) points of view • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (syntax and sentences fluency)	**Focus: Indigenous Narratives** **Through reading, listening and viewing students will:** • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and Understand how literary elements, techniques, and devices enhance and shape meaning *(forms, functions and genres of stories and other texts)* • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts **Through writing, speaking and representing students will:** • Use conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) • Use and experiment with oral storytelling processes • Transform ideas and information to create original texts	**Focus: Ideas and Meaning** **Through reading, listening and viewing students will:** • Use a variety of comprehension strategies before, during, and after reading to deepen understand of text • Apply a variety of thinking skills to gain meaning from texts • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts **Through writing, speaking and representing students will:** • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience • Use conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) • Transform ideas and information to create original texts	**Focus: Form and convention** **Through reading, listening and viewing students will:** • Recognize an increasing range of text structures and how they contribute to meaning *(narrative structures, characterization, and setting)* • Use a variety of comprehension strategies before, during, and after reading to deepen understand of text and figurative language *(metaphor, simile)* **Through writing, speaking and representing students will:** • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties)	**Focus: Culture, identity and self-expression** **Through reading, listening and viewing students will:** • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world **Through writing, speaking and representing students will:** • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience • Use conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) • Transform ideas and information to create original texts

Students will be…
Core Competencies

C Communication:

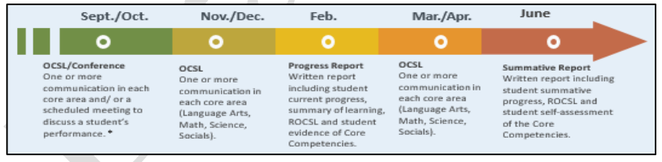
Communicating	**Collaborating**	**Creative Thinking**	**Critical & Reflective Thinking**	**Personal Awareness & Responsibility**	**Positive Personal & Cultural Identity**	**Social Awareness & Responsibility**
• I can listen to and contribute ideas in conversation • I can ask questions to further my understanding • I can present my ideas clearly in an organized way	• I can work with others to carry out a goal • I can play an active role in a group • I can reflect on our group efforts and our results	• I form ideas as I explore interests • I build on others' ideas to create new things • I keep working with ideas • I use my strategies to think creatively	• I can explore and ask open-ended questions to gather information • I can use criteria and evidence to make judgements • I can develop and design different solutions • I can give and received feedback and set goals	• I can make goals, monitor progress, and celebrate my growth • I can advocate for myself and my ideas • I recognize my feelings and use strategies to handle difficult times • I can make choices that keep me happy, healthy and safe	• I can describe who I am, and positive qualities and strengths • I can describe some of my values • I can explain why I make specific choices • I can explain how being in different groups helps me learn about myself	• I can show respect, kindness and support for others • I appreciate others' ideas and can stand up for what's right and fair • I can use strategies to solve problems in peaceful ways • I can contribute to my community and care for the environment

T Thinking:

PS Personal and Social:

How will students share their learning?

Assessment and Reporting



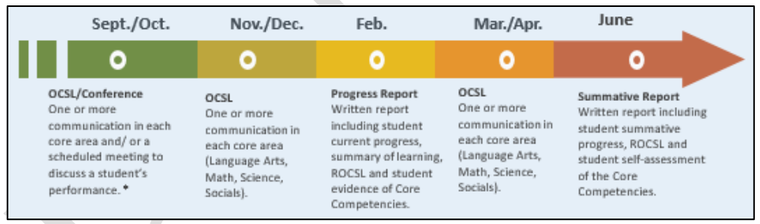
For more information, visit:

nlpslearns.sd68.bc.ca/communicating-learning/

NANAIMO LADYSMITH PUBLIC SCHOOLS

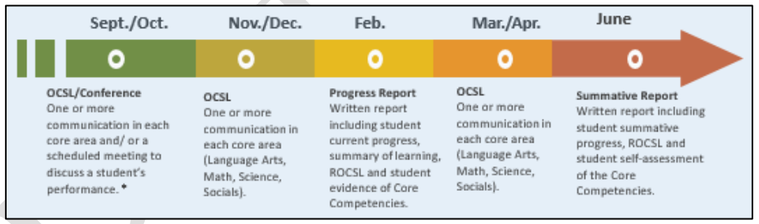
Draft Sept 2020

Sept 11/2020

2020-21 Learning Framework -6			September-December		January-June			
Mathematics	*What students will know, do and understand?*	**Students will Understand…** *Big Ideas*	Numbers: Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes. Computational Fluency: Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.		Numbers: Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes. Patterning: Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations. Geometry & Measurement: Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles. Data & Probability: Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.		
		Months	**Sept-Oct**	**Nov-Dec**	**Jan-Feb**	**March-April**	**May-June**
		Students will do / know… *Learning Standards*	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: • small to large numbers (thousandths to billions) • multiplication and division facts to 100 (developing computational fluency) • estimate reasonably • demonstrate and apply mental math strategies • Use logic and patterns to solve puzzles and play games	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: • factors and multiples – greatest common factor and least common multiple • multiplication and division of decimals • order of operations with whole numbers • volume and capacity	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: • one-step equations with whole-number coefficients and solutions • increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: • improper fractions and mixed numbers • whole-number percent and percentage discounts • introduction to ratios • financial literacy – simple budgeting and consumer math • line graphs	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: • perimeter of complex shapes • area of triangles, parallelograms, and trapezoids • angle measurement and classification • volume and capacity • triangles • combinations of transformations
		Students will be… *Core Competencies*	C Communication:	T Thinking:		PS Personal and Social:		
			Communicating • I can listen to and contribute ideas in conversation • I can ask questions to further my understanding • I can present my ideas clearly in an organized way	**Collaborating** • I can work with others to carry out a goal • I can play an active role in a group • I can reflect on our group efforts and our results	**Creative Thinking** • I form ideas as I explore interests • I build on others' ideas to create new things • I keep working with ideas I use my strategies to think creatively	**Critical & Reflective Thinking** • I can explore and ask open-ended questions to gather information • I can use criteria and evidence to make judgements • I can develop and design different solutions • I can give and received feedback and set goals	**Personal Awareness & Responsibility** • I can make goals, monitor progress, and celebrate my growth • I can advocate for myself and my ideas • I recognize my feelings and use strategies • I can make choices that keep me happy, healthy and safe	**Positive Personal & Cultural Identity** • I can describe who I am, and positive qualities and strengths • I can describe some of my values • I can explain why I make specific choices • I can explain how being in different groups helps me learn about myself	**Social Awareness & Responsibility** • I can show respect, kindness and support for others • I appreciate others' ideas and can stand up for what's right and fair • I can use strategies to solve problems in peaceful ways • I can contribute to my community and care for the environment
	How will students share their learning?	**Assessment and Reporting**		For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/				

Draft Sept 2020

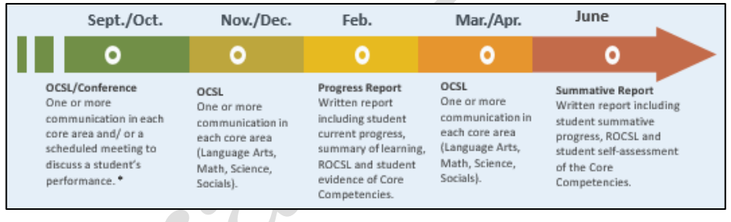
Sept 11/2020

2020-21 Learning Framework-6		September-December		January-June		
Socials		**Students will Understand…** *Big Ideas*	• Media sources can both positively and negatively affect our understanding of important events and issues. • Complex global problems require international co-operation to make difficult choices for the future.	• Economic self-interest can be a significant cause of conflict among peoples and governments. • • Systems of government vary in their respect for human rights and freedoms.		
		Months	**Sept-Oct**	**Nov-Dec**	**Jan-Feb**	**March-April**	**May-June**
	What students will know, do and understand?	**Students will do / know…** *Learning Standards*	• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes	• Construct arguments defending the significance of individuals/groups, places, events, or developments Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources *(different systems of government and economic policies and resource management, globalization and economic interdependence)*	• Sequence objects, images, or events, and determine continuities and changes between different time periods or places *(resources and economic development in different regions of Canada)* • Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions *(the urbanization and migration of people and global poverty and inequality issues, including class structure and gender)*	• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivation *(regional and international conflict)*	• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond *(media technologies and coverage of current events)*
		Students will be… *Core Competencies*	C Communication:	T Thinking:	PS Personal and Social:		
			Communicating • I can listen to and contribute ideas in conversation • I can ask questions to further my understanding • I can present my ideas clearly in an organized way	**Collaborating** • I can work with others to carry out a goal • I can play an active role in a group • I can reflect on our group efforts and our results	**Creative Thinking** • I form ideas as I explore interests • I build on others' ideas to create new things • I keep working with ideas • I use my strategies to think creatively	**Critical & Reflective Thinking** • I can explore and ask open-ended questions to gather information • I can use criteria and evidence to make judgements • I can develop and design different solutions • I can give and received feedback and set goals	**Personal Awareness & Responsibility** • I can make goals, monitor progress, and celebrate my growth • I can advocate for myself and my ideas • I recognize my feelings and use strategies • I can make choices that keep me happy, healthy and safe	**Positive Personal & Cultural Identity** • I can describe who I am, and positive qualities and strengths • I can describe some of my values • I can explain why I make specific choices • I can explain how being in different groups helps me learn about myself	**Social Awareness & Responsibility** • I can show respect, kindness and support for others • I appreciate others' ideas and can stand up for what's right and fair • I can use strategies to solve problems in peaceful ways • I can contribute to my community and care for the environment
	How will students share their learning?	**Assessment and Reporting**		For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/		

Draft - Sept 2020

NANAIMO LADYSMITH PUBLIC SCHOOLS

Sept 11/2020

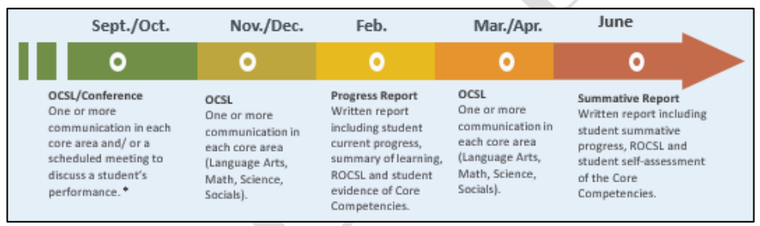
2020-21 Learning Framework -6			September-December	January-June
Science	*What students will know, do and understand?*	**Students will Understand…** *Big Ideas*	• Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment • The solar system is part of the Milky Way, which is one of billions of galaxies	• Everyday materials are often mixtures • Newton's three laws of motion describe the relationship between force and motion
		Students will … *Learning Standards*	• Question & Predict: demonstrate a sustained curiosity about a topic, observe, identify questions/ problems to solve through scientific inquiry, make predictions about the findings • Plan & Conduct: (with support) plan investigations to answer questions / solve problems, decide which variable should be changed and measured, choose appropriate data to collect, observe / measure / record data • Analyze: experience & interpret the local environment, identify First Peoples perspectives & knowledge as sources of information, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, compare data with predictions, demonstrate an openness to new ideas and consider alternatives • Communicate: communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place	• Question & Predict: demonstrate a sustained curiosity about a topic, observe, identify questions/ problems to solve through scientific inquiry, make predictions about the findings • Analyze: experience & interpret the local environment, identify First Peoples perspectives & knowledge as sources of information, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, compare data with predictions, demonstrate an openness to new ideas and consider alternatives • Evaluate: evaluate fairness of tests, identify sources of error, suggest improvements to methods, identify assumptions in secondary sources, demonstrate an understanding & appreciation of evidence, identify social /ethical / environmental implications of findings • Apply and Innovate: contribute in caring for self / community through individual / collaborative approaches, co-operatively design projects, transfer and apply learning to new situations, generate and introduce new or refined ideas when problem solving • Communicate: communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place
		Students will be… *Core Competencies*	C Communication: / T Thinking: / PS Personal and Social:	
			Communicating • I can listen to and contribute ideas in conversation • I can ask questions to further my understanding • I can present my ideas clearly in an organized way	**Collaborating** • I can work with others to carry out a goal • I can play an active role in a group • I can reflect on our group efforts and our results
			Creative Thinking • I form ideas as I explore interests • I build on others' ideas to create new things • I keep working with ideas • I use my strategies to think creatively	**Critical & Reflective Thinking** • I can explore and ask open-ended questions to gather information • I can use criteria and evidence to make judgements • I can develop and design different solutions • I can give and received feedback and set goals
			Personal Awareness & Responsibility • I can make goals, monitor progress, and celebrate my growth • I can advocate for myself and my ideas • I recognize my feelings and use strategies to handle difficult times • I can make choices that keep me happy, healthy and safe	**Positive Personal & Cultural Identity** • I can describe who I am, and positive qualities and strengths • I can describe some of my values • I can explain why I make specific choices • I can explain how being in different groups helps me learn about myself
			Social Awareness & Responsibility • I can show respect, kindness and support for others • I appreciate others' ideas and can stand up for what's right and fair • I can use strategies to solve problems in peaceful ways • I can contribute to my community and care for the environment	
	How will students share their learning?	**Assessment and Reporting**		For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/ NANAIMO LADYSMITH PUBLIC SCHOOLS

Draft Sept 2020

2020-21 Cadre pédagogique – 6e année	**Septembre-Décembre**	**Janvier-Juin**

Les élèves comprendront… *Grandes idées*	• L'auteur transporte le destinataire dans un monde unique, reflet de ses expériences et de son imagination. • La découverte d'autres cultures amène à s'interroger sur ses propres mœurs et valeurs.		• L'impact d'un message dépend en grande partie du choix de mots et du style de l'auteur. • Porter une réflexion sur la forme de la langue améliore la cohérence du message. • Questionner permet d'établir des liens entre les idées et de développer son esprit critique.		
Mois	**Sept-Oct**	**Nov-Déc**	**Jan-Fév**	**Mars-Avril**	**Mai-Juin**
Les élèves pourront faire / sauront… *Normes d'apprentissage*	**Explorer et réfléchir:** • Distinguer le fictif du réel dans les genres à l'étude afin d'en faire ressortir les aspects imaginaires • Identifier les éléments culturels et historiques dans des textes, y compris dans des textes autochtones, et les comparer à ses propres repères culturels et historiques **Créer et communiquer:** • S'exprimer en valorisant les idées d'autrui afin d'élargir sa perspective et celles de ses pairs • Reformuler l'idée principale d'un texte	**Explorer et réfléchir:** • Distinguer le fictif du réel dans les genres à l'étude afin d'en faire ressortir les aspects imaginaires • Identifier les indicateurs spatio-temporels dans un texte afin d'imaginer le cadre de l'action pour expliquer les évènements **Créer et communiquer:** • S'exprimer en valorisant les idées d'autrui afin d'élargir sa perspective et celles de ses pairs • Reformuler l'idée principale d'un texte • Développer son imaginaire par le biais de l'écriture créative	**Explorer et réfléchir:** • Identifier les indicateurs spatio-temporels dans un texte afin d'imaginer le cadre de l'action pour expliquer les évènements • Faire des hypothèses par rapport à un texte et les ajuster **Créer et communiquer:** • Développer son imaginaire par le biais de l'écriture créative • Réviser ses travaux en se référant aux règles d'orthographe et de grammaire apprises	**Explorer et réfléchir:** • Faire des hypothèses par rapport à un texte et les ajuster • Interpréter un texte de façon autonome pour y réagir **Créer et communiquer:** • Organiser et rédiger un texte cohérent et structuré • Réviser ses travaux en se référant aux règles d'orthographe et de grammaire apprises	**Explorer et réfléchir:** • Faire des hypothèses par rapport à un texte et les ajuster • Interpréter un texte de façon autonome pour y réagir **Créer et communiquer:** • Organiser et rédiger un texte cohérent et structuré • Réviser ses travaux en se référant aux règles d'orthographe et de grammaire apprises

Les élèves seront… *Compétences essentielles*	C La compétence de communication	T La compétence de réflexion	PS La compétence personnelle et sociale
	Interaction • J'écoute les autres et je réagis à leurs suggestions. • Je pose des questions pour obtenir l'information dont j'ai besoin. • J'exprime mes idées clairement et d'une façon organisée. **Collaboration** • Je suis capable de travailler avec les autres pour atteindre un but commun. • Je participe activement dans un groupe. • Je peux évaluer la démarche et les résultats de notre groupe.	**Pensée créatrice** • Je trouve de nouvelles idées lorsque je fais des choses qui m'intéressent. • J'approfondis les idées des autres ou je les combine en de nouvelles idées. • J'utilise des stratégies pour stimuler ma créativité. **Pensée critique et réflexive** • Je pose des questions ouvertes pour rassembler de l'information. • Je peux utiliser des critères et des observations pour porter un jugement. • Je peux examiner et développer différentes solutions. • J'exprime et reçois des commentaires constructifs et me fixe des objectifs.	**Conscience de soi et responsabilité personnelle** • Je me fixe des objectifs réalistes, emploie des stratégies pour les réaliser et persévère dans les tâches difficiles. • Je défends mes intérêts et mes idées. • Je reconnais mes émotions et j'utilise des stratégies pour les gérer. • Je fais des choix positifs pour mon bien-être. **Identité personnelle et Culturelle positive** • Je peux décrire mes qualités, mes caractéristiques ou mes habiletés, et en être fier. • Je suis capable d'expliquer la raison pour laquelle je fais certains choix. • Je peux représenter certains aspects de ma culture et les groupes auxquels j'appartiens. **Responsabilité sociale** • Je peux tisser des liens et je suis un ami attentionné et qui soutient les autres. • Je suis capable d'expliquer les raisons pour lesquelles une situation est juste ou injuste. • Je peux utiliser des stratégies pacifiques pour résoudre des problèmes. • Je contribue à ma communauté et prend soin de l'environnement.

Évaluation et transmission des résultats		Pour plus d'information, visitez: nlpslearns.sd68.bc.ca/communicating-learning/

Draft - sept 16, 2020

Sept 11/2020