

Grade 6 Curriculum Framework		Months: March-April 2021				
<b>Core Competencies</b>						
<b>Students will be...</b>						
<b>Communicating</b> <ul style="list-style-type: none"> <li>I can listen to and contribute ideas in conversation</li> <li>I can ask questions to further my understanding</li> <li>I can present my ideas clearly in an organized way</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work with others to carry out a goal</li> <li>I can play an active role in a group</li> <li>I can reflect on our group efforts and our results</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I form ideas as I explore interests</li> <li>I build on others' ideas to create new things</li> <li>I keep working with ideas</li> <li>I use my strategies to think creatively</li> </ul>	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can explore and ask open-ended questions to gather information</li> <li>I can use criteria and evidence to make judgements</li> <li>I can develop and design different solutions</li> <li>I can give and received feedback and set goals</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can make goals, monitor progress, and celebrate my growth</li> <li>I can advocate for myself and my ideas</li> <li>I recognize my feelings and use strategies to handle difficult times</li> <li>I can make choices that keep me happy, healthy and safe</li> </ul>	<b>Positiv Identity</b> <ul style="list-style-type: none"> <li>I can describe who I am, and positive qualities and strengths</li> <li>I can describe some of my values</li> <li>I can explain why I make specific choices</li> <li>I can explain how being in different groups helps me learn about myself</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can show respect, kindness and support for others</li> <li>I appreciate others' ideas and can stand up for what's right and fair</li> <li>I can use strategies to solve problems in peaceful ways</li> <li>I can contribute to my community and care for the environment</li> </ul>
<b>Big Ideas</b>						
<b>Students will understand...</b>						
<b>English Language Arts</b>	<b>Français - immersion</b>	<b>Math</b>		<b>Socials</b>	<b>Science</b>	
<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens</li> <li>Texts can be understood from different perspectives</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Exploring and sharing multiple perspectives extends our thinking</li> <li>Using language in creative and playful ways helps us understand how language works</li> </ul>	<ul style="list-style-type: none"> <li>L'impact d'un message dépend en grande partie du choix de mots et du style de l'auteur.</li> <li>Porter une réflexion sur la forme de la langue améliore la cohérence du message.</li> <li>Questionner permet d'établir des liens entre les idées et de développer son esprit critique.</li> </ul>	<b>Numbers:</b> Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.  <b>Patterning:</b> Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations.  <b>Geometry &amp; Measurement:</b> Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.  <b>Data &amp; Probability:</b> Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.		<ul style="list-style-type: none"> <li>Economic self-interest can be a significant cause of conflict among peoples and governments.</li> <li>Systems of government vary in their respect for human rights and freedoms.</li> </ul>	<ul style="list-style-type: none"> <li>Everyday materials are often mixtures</li> <li>Newton's three laws of motion describe the relationship between force and motion</li> </ul>	
<b>Learning Standards</b>						
<b>Students will do / know...</b>						
<b>English Language Arts</b>	<b>Français - immersion</b>	<b>Math</b>		<b>Socials</b>	<b>Science</b>	
<b>Focus: Form and convention</b>  <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Recognize an increasing range of text structures and how they contribute to meaning (narrative structures, characterization, and setting)</li> <li>Use a variety of comprehension strategies before, during, and after reading to deepen</li> </ul>	<b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Faire des hypothèses par rapport à un texte et les ajuster</li> <li>Interpréter un texte de façon autonome pour y réagir</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Organiser et rédiger un texte cohérent et structuré</li> <li>Réviser ses travaux en se référant aux règles d'orthographe et de grammaire apprises</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>improper fractions and mixed numbers</li> <li>whole-number percent and percentage discounts</li> <li>introduction to ratios</li> <li>financial literacy – simple budgeting and consumer math</li> <li>line graphs</li> </ul>		<ul style="list-style-type: none"> <li>Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivation (regional and international conflict)</li> </ul>	<ul style="list-style-type: none"> <li><b>Question &amp; Predict:</b> demonstrate a sustained curiosity about a topic, observe, identify questions/ problems to solve through scientific inquiry, make predictions about the findings</li> <li><b>Analyze:</b> experience &amp; interpret the local environment, identify First Peoples perspectives &amp; 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</li> </ul>	

<p>understand of text and figurative language (metaphor, simile)</p> <p><b>Through writing, speaking and representing students will:</b></p> <ul style="list-style-type: none"> <li>Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience</li> <li>Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties)</li> </ul>				<ul style="list-style-type: none"> <li><b>Evaluate:</b> evaluate fairness of tests, identify sources of error, suggest improvements to methods, identify assumptions in secondary sources, demonstrate an understanding &amp; appreciation of evidence, identify social /ethical / environmental implications of findings</li> <li><b>Apply and Innovate:</b> contribute in caring for self / community through individual / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate and introduce new or refined ideas when problem solving</li> <li><b>Communicate:</b> communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>
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**Ideas for In-class Instruction**

English Language Arts	Français - immersion	Math	Socials	Science
<ul style="list-style-type: none"> <li>Using language and text to create and edit digital videos <a href="#">Read Write Think</a></li> <li>Theater in Action! Students will write scripts and perform scenes from various stories. Applying appropriate strategies to comprehend written, oral and visual texts <a href="#">Theater in Action</a></li> </ul> <p>Introduce paragraph writing to compare and contrast. Have students practice writing paragraphs to compare and contrast topics from other curricular areas they are studying. For Example:</p> <ul style="list-style-type: none"> <li>Compare and contrast historic/traditional first peoples laws and governance with present day systems of laws and governance.</li> <li>Describe the similarities and differences between solutions and suspensions.</li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>Writing to compare and contrast <a href="#">teacher slides</a></li> </ul>	<p>Explorer différents textes en utilisant l'approche "Je remarque... Je me demande..." pour amener les élèves à survoler un texte avant de le lire, à identifier les éléments de la structure qui fournissent des indices sur le contenu et à créer leurs propres questions aux moment de la pré-lecture et à faire des prédictions. Revisiter les questions/hypothèses après la lecture.</p> <p>Textes de départ suggérés</p> <ul style="list-style-type: none"> <li><a href="#">Damien Séguin</a></li> <li><a href="#">Marquer l'histoire avec un poème</a></li> <li><a href="#">1,7m de large pour 1,7 millions de dollars</a></li> <li>Sélectionner un court texte sur le site <a href="#">Tradition vivante</a></li> </ul> <p>Partez d'un concept exploré en sciences humaines qui permet de comparer des perspectives, des lieux ou des pratiques culturelles pour travailler le paragraphe comparatif - la <a href="#">structure</a>, la <a href="#">planification</a> et la rédaction.</p>	<p><b>Fractions:</b> <a href="#">Click here</a> for some lesson ideas for exploring fractions.</p> <p><b>Ratios and Proportional Thinking</b> Here is a <a href="#">collection of DESMOS activities</a> that can be used to introduce ratios and proportional reasoning.</p> <p><b>3 Act Math Activities for ratios</b></p> <ul style="list-style-type: none"> <li>The <a href="#">3 act math activity, Super Bear</a>, can be used to introduce ratios and proportional reasoning.</li> <li>This <a href="#">3 act task incorporates both percentages</a> and ratios.</li> <li><a href="#">Sugar packets</a> 3 Act Math Task</li> </ul> <p><b>Financial Literacy and Geometry:</b> The <a href="#">dream house project</a> asks students to design and budget building their dream home.</p> <p>Use <a href="#">Rich tasks</a> to engage students and encourage critical thinking and rich discussions about numeracy.</p>	<p><b>Digital Media:</b> We use digital media every day, from texting, streaming TV shows, and gaming all the way to using voice assistants or ordering our food online. For today's kids, it's a lot more than just "screen time." So how can we help students balance their online and offline lives? It starts with recognizing just how much media we use <a href="#">Common Sense Education</a></p> <p><b>Focus on Poverty:</b> Have students explore the concept of poverty and its causes across the world. Possible Inquiry questions:</p> <ul style="list-style-type: none"> <li>What causes poverty?</li> <li>How can poverty have lasting effects over generations?</li> <li>Why is fairness important?</li> </ul> <p><b>First Peoples Governance (linked to SS-7)</b> Have students explore the traditional or ancestral form of BC First Nations Laws and Governance to appreciate what has changed and what is still intact in today's systems of governance.</p> <ul style="list-style-type: none"> <li>Resource: First Nations Government over time &amp; Shaping First Nations Government (FNESC Unit 2 and 3 from <a href="#">BC First Nations Land, Title and Governance</a>)</li> <li>Note: other units in the resource may also be very useful</li> </ul> <p>Possible Guiding Questions for Inquiry:</p> <ul style="list-style-type: none"> <li>What forms did traditional laws and governance systems take?</li> <li>How has geography helped shape traditional First Nations societies?</li> </ul>	<p>Investigate everyday mixtures and (solutions, colloids and suspension) and how to separate them. Video resources: <a href="#">TheGreat Picnic mixup</a> <a href="#">the science of macaroni salad</a></p> <p>Activity: <a href="#">making mixtures</a> Activity: <a href="#">Making butter</a> (separating mixtures)</p> <p>Invite support for preparing and eating some traditional recipes (mixtures) – such as Salmon Soup, Herring Roe on Kelp, Soap Berry Ice Cream. What is Eulachon oil? What is it used for? How do they separate the oil from the fish? <a href="https://www.youtube.com/watch?v=6RRFVXs4f7I">https://www.youtube.com/watch?v=6RRFVXs4f7I</a> <a href="https://www.youtube.com/watch?v=wEMQujyzHQA">https://www.youtube.com/watch?v=wEMQujyzHQA</a></p> <p>Have students create super saturated solutions with borax and water to grow crystals. <a href="#">Borax Crystal Activity</a> then design investigations and experiments with controls and variables related to the borax activity. some possible inquiry questions:</p> <ul style="list-style-type: none"> <li>What is the best water to borax ratio to grow crystals?</li> <li>How does water temperature affect the amount of borax dissolved in the water?</li> </ul>

<ul style="list-style-type: none"><li>• Writing to compare and contrast <a href="#">student practice slides</a></li></ul>			<ul style="list-style-type: none"><li>• What were the traditional systems of governance used to organize First Nations</li><li>• What are the impacts of colonization on First Peoples Governance?</li><li>• What impact did colonization have on the rights and freedoms of Canada's First Peoples?</li></ul> <p>Focus Inquiry: What was the role of potlatches or feasts in traditional governance?</p> <p>Excerpt: <i>In the past feasts, potlatches and other cultural institutions connected the social, political, legal and economic parts of First Nations Societies... The feast halls where they took place were like a combination of the courthouse, legislature, land registry, insurance office and bank of today.</i></p> <p><a href="https://umistapotlatch.ca/">https://umistapotlatch.ca/</a> (available in French and English)</p>	
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