
















2020-21 Learning Framework -6		September-December			January-June			
English Language Arts	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	Reading, Listening and Viewing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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... <i>Learning Standards</i>	Focus: Perspectives and Voice Through reading, listening and viewing students will: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding and extend thinking (<i>techniques of persuasion</i>) 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: <ul style="list-style-type: none"> 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 (<i>forms, functions and genres of stories and other texts</i>) Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts Through writing, speaking and representing students will: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Recognize an increasing range of text structures and how they contribute to meaning (<i>narrative structures, characterization, and setting</i>) Use a variety of comprehension strategies before, during, and after reading to deepen understand of text and figurative language (<i>metaphor, simile</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Communication:</p> </div> <div style="text-align: center;">  <p>Thinking:</p> </div> <div style="text-align: center;">  <p>Personal and Social:</p> </div> </div>					
	Communicating <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	

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Mathematics	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<u>Numbers:</u> Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes. <u>Computational Fluency:</u> Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.			<u>Numbers:</u> Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes. <u>Patterning:</u> Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations. <u>Geometry & Measurement:</u> Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles. <u>Data & Probability:</u> 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... <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> perimeter of complex shapes area of triangles, parallelograms, and trapezoids angle measurement and classification volume and capacity triangles combinations of transformations 	
		Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Communication: </div> <div style="text-align: center;">  Thinking: </div> <div style="text-align: center;">  Personal and Social: </div> </div>					
	Communicating <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	

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Socials	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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
		Students will do / know... <i>Learning Standards</i>	<ul style="list-style-type: none"> Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes 	<ul style="list-style-type: none"> 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 (<i>different systems of government and economic policies and resource management, globalization and economic interdependence</i>) 		<ul style="list-style-type: none"> Sequence objects, images, or events, and determine continuities and changes between different time periods or places (<i>resources and economic development in different regions of Canada</i>) Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (<i>the urbanization and migration of people and global poverty and inequality issues, including class structure and gender</i>) 	<ul style="list-style-type: none"> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivation (<i>regional and international conflict</i>) 	<ul style="list-style-type: none"> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (<i>media technologies and coverage of current events</i>)
		Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Communication: </div> <div style="text-align: center;">  Thinking: </div> <div style="text-align: center;">  Personal and Social: </div> </div>					
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Science	<i>What students will know, do and understand?</i>	Students will Understand... <i>Big Ideas</i>	<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> Everyday materials are often mixtures Newton's three laws of motion describe the relationship between force and motion 			
		Students will ... <i>Learning Standards</i>	<ul style="list-style-type: none"> <u>Question & Predict</u>: demonstrate a sustained curiosity about a topic, observe, identify questions/problems to solve through scientific inquiry, make predictions about the findings <u>Plan & Conduct</u>: (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 <u>Analyze</u>: 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 <u>Communicate</u>: 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"> <u>Question & Predict</u>: demonstrate a sustained curiosity about a topic, observe, identify questions/problems to solve through scientific inquiry, make predictions about the findings <u>Analyze</u>: 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 <u>Evaluate</u>: 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 <u>Apply and Innovate</u>: 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 <u>Communicate</u>: communicate ideas / explanations / processes in a variety of ways, express and reflect on personal or shared experiences of place 			
		Students will be... <i>Core Competencies</i>	 Thinking:  Personal and Social:							
		Communicating <ul style="list-style-type: none"> 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 	 Communication: Collaborating <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 		

2020-21 Cadre pédagogique – 6 ^e année		Septembre-Décembre		Janvier-Juin			
Français langue seconde - immersion	Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre?	Les élèves comprendront...	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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...	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> 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 <p>Créer et communiquer:</p> <ul style="list-style-type: none"> 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 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> 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 événements <p>Créer et communiquer:</p> <ul style="list-style-type: none"> 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 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Identifier les indicateurs spatio-temporels dans un texte afin d'imaginer le cadre de l'action pour expliquer les événements Faire des hypothèses par rapport à un texte et les ajuster <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Développer son imaginaire par le biais de l'écriture créative Réviser ses travaux en se référant aux règles d'orthographe et de grammaire apprises 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Faire des hypothèses par rapport à un texte et les ajuster Interpréter un texte de façon autonome pour y réagir <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Organiser et rédiger un texte cohérent et structuré Réviser ses travaux en se référant aux règles d'orthographe et de grammaire apprises 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Faire des hypothèses par rapport à un texte et les ajuster Interpréter un texte de façon autonome pour y réagir <p>Créer et communiquer:</p> <ul style="list-style-type: none"> 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...	 La compétence de communication		 La compétence de réflexion		 La compétence personnelle et sociale		
Compétences essentielles	<p>Interaction</p> <ul style="list-style-type: none"> 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. 	<p>Collaboration</p> <ul style="list-style-type: none"> 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. 	<p>Pensée créatrice</p> <ul style="list-style-type: none"> 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. 	<p>Pensée critique et réflexive</p> <ul style="list-style-type: none"> 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. 	<p>Conscience de soi et responsabilité personnelle</p> <ul style="list-style-type: none"> 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. 	<p>Identité personnelle et Culturelle positive</p> <ul style="list-style-type: none"> 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. 	<p>Responsabilité sociale</p> <ul style="list-style-type: none"> 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.