**Homelinks Kaslo Grade 6 Progress Report**

The following checklist of learning outcomes is used to describe student progress.

**Personal and Social Awareness and Responsibility (Core Competencies)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Describe different aspects of their identity, have pride in who they are |  |  |  |
| Accept responsibility for their actions |  |  |  |
| Focus and regulate energy level appropriate to the activity |  |  |  |
| Use strategies to focus, manage stress, and accomplish personal goals |  |  |  |
| Persevere with challenging tasks |  |  |  |
| Identify when they are becoming angry, upset, or frustrated, and they have strategies to calm themselves |  |  |  |
| Take purposeful action to support others and the environment. |  |  |  |
| Identify how their actions and the actions of others affect their community and the natural environment and can work to make positive change |  |  |  |
| Respect differences, and demonstrate respectful/inclusive behaviour, including online |  |  |  |
| Advocate for others |  |  |  |
| Show awareness of how others may feel and take steps to help them feel included. |  |  |  |
| Maintain relationships with people from different generations |  |  |  |

**Language Arts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicate by writing, using letters and words and applying basic conventions of Canadian spelling, grammar, and punctuation |  |  |  |
| Use writing and design processes to plan, develop, and create fiction and non-fiction texts for a variety of purposes and audiences |  |  |  |
| Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message |  |  |  |
| Expand their repertoire as creators of a variety of texts by challenging themselves and taking risks |  |  |  |
| Use paragraphs that are coherent and contain a topic sentence, supporting details, and clear transitions |  |  |  |
| Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts |  |  |  |
| Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts |  |  |  |
| Recognize how language constructs personal, social, and cultural identity |  |  |  |
| Understand how literary elements, techniques, and devices enhance and shape meaning |  |  |  |
| Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** | |
| Literary elements and devices |  |  |  | |
| Elements of non-fiction texts (facts and data in informational articles; chronology in memoir, biographies, etc.; headings and subheadings in textbooks; analogies and real-life examples; diagrams, maps, tables and charts, captions, labels, and web links) |  |  |  | |
| Techniques of persuasion |  |  |  | |
| Use of language to appeal to emotion, logic, and/or trust (authority) |  |  |  | |
| Regional dialects and varieties of English (i.e. standard Canadian English vs. American English, situational variation of language (e.g., texting vs. Essay writing)) |  |  |  | |
| Sentence structure and grammar: varied sentence structure, use of transitional words, awareness of run-on sentences and sentence fragments |  |  |  | |

**Math**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Implement multiple strategies to solve problems in both abstract and real-life situations using different cultural perspectives |  | |  | |  | |
| Develop, construct, and apply mathematical understanding through play, inquiry, and problem solving |  | |  | |  | |
| Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community |  | |  | |  | |
| Apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering |  | |  | |  | |
| **Content (Student knows…)** | | **Term 1** | | **Term 2** | | **Term 3** | |
| Whole number percents and percentage discounts | |  | |  | |  | |
| Improper fractions and mixed numbers (ordering whole numbers, fractional numbers, proper and improper fractions) | |  | |  | |  | |
| Place value understanding and operations with thousandths to billions | |  | |  | |  | |
| Factors and multiples, greatest common factor and least common multiple | |  | |  | |  | |
| Order of operations with whole numbers | |  | |  | |  | |
| Multiplication and division of decimals | |  | |  | |  | |
| Multiplication and division facts to 100 (recall most facts to 100) | |  | |  | |  | |
| Increasing and decreasing patterns, using expressions, tables, and graphs | |  | |  | |  | |
| Functional relationships (first quadrant only) | |  | |  | |  | |
| One-step equations with whole-number coefficients and solutions | |  | |  | |  | |
| Perimeter of complex shapes | |  | |  | |  | |
| Area of triangles, parallelograms, and trapezoids | |  | |  | |  | |
| Angle measurement and classification | |  | |  | |  | |
| Measurement units and referents for volume and capacity | |  | |  | |  | |
| Volume of rectangular prisms | |  | |  | |  | |
| Relation of capacity to volume | |  | |  | |  | |
| Triangles and pyramids | |  | |  | |  | |
| Combinations of transformations, including points in the first quadrant | |  | |  | |  | |
| Line graphs | |  | |  | |  | |
| Single-outcome probability, both theoretical and experimental | |  | |  | |  | |
| Financial literacy - simple budgeting and consumer math | |  | |  | |  | |

**Social Studies** – Global Issues and Governance

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  | |  | |  | |
| Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) |  | |  | |  | |
| Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) |  | |  | |  | |
| Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) |  | |  | |  | |
| Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence) |  | |  | |  | |
| Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective) |  | |  | |  | |
| Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) |  | |  | |  | |
| **Content (Student knows…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| The urbanization and migration of people | |  |  | |  | |
| Global poverty and inequality issues, including class structure and gender | |  |  | |  | |
| Roles of individuals, governmental organizations, and ngos, including groups representing indigenous peoples | |  |  | |  | |
| Different systems of government | |  |  | |  | |
| Economic policies and resource management, including effects on indigenous peoples | |  |  | |  | |
| Globalization and economic interdependence | |  |  | |  | |
| International cooperation and responses to global issues | |  |  | |  | |
| Regional and international conflict | |  |  | |  | |
| Media technologies and coverage of current events | |  |  | |  | |

**Science**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | | **Term 2** | | **Term 3** | |
| Identify questions to answer or problems to solve through scientific inquiry |  | |  | |  | |
| Make predictions about the findings of their inquiry |  | |  | |  | |
| Plan scientific investigation/inquiry |  | |  | |  | |
| Collect data and record observations |  | |  | |  | |
| Process and analyze data and information |  | |  | |  | |
| Evaluate the investigation |  | |  | |  | |
| Transfer and apply learning to new situations |  | |  | |  | |
| Communicate ideas, findings, explanations, processes, etc. |  | |  | |  | |
| **Content (Student knows…)** | | **Term 1** | | **Term 2** | | **Term 3** | |
| The basic structures and functions of body systems: musculoskeletal, reproductive, hormonal, nervous | |  | |  | |  | |
| Heterogeneous mixtures: suspensions (e.g., salad dressing), emulsions (e.g., milk), colloids (e.g., aerosols) | |  | |  | |  | |
| Separation of mixtures using a difference in component properties (i.e. gravity, particle size); historical and current Aboriginal use of separation methods (e.g., eulachon oil) | |  | |  | |  | |
| Newton's three laws of motion | |  | |  | |  | |
| Effects of balanced and unbalanced forces in daily physical activities | |  | |  | |  | |
| Force of gravity | |  | |  | |  | |
| The overall scale, structure, and age of the universe | |  | |  | |  | |
| The position, motion, and components of our solar system in our galaxy | |  | |  | |  | |
| Extreme environments exist on Earth and in the solar system | |  | |  | |  | |

**Physical Health and Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Participate daily in variety of physical activities at moderate to vigorous intensity levels |  |  |  |
| Demonstrate proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills |  |  |  |
| Develop and demonstrate safety, fair play, and leadership in physical activities |  |  |  |
| Identify ways to monitor and adjust physical exertion levels (e.g. checking pulse, etc.) |  |  |  |
| Identify/employ training principles to enhance personal fitness levels |  |  |  |
| Identify food choices to support active lifestyles and overall health |  |  |  |
| Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence |  |  |  |
| Analyze health messages and possible intentions to influence behaviour |  |  |  |
| Identify, apply, and reflect on strategies used to pursue personal healthy-living goals |  |  |  |
| Describe and apply strategies for developing and maintaining healthy relationships |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases |  |  |  |
| Sources of health information |  |  |  |
| Basic principles for responding to emergencies |  |  |  |
| Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings |  |  |  |
| Consequences of bullying, stereotyping, and discrimination |  |  |  |
| Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours |  |  |  |
| Physical, emotional, and social changes that occur during puberty and adolescence |  |  |  |
| Influences on individual identity, including sexual identity, gender, values, and beliefs |  |  |  |

**Arts Education**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** |
| **Visual Arts:** |  |  |  |
| **Dance:** |  |  |  |
| **Drama:** |  |  |  |
| **Music:** |  |  |  |

**Career Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| 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 consequences |  |  |  |
| Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world |  |  |  |
| Demonstrate leadership skills through collaborative activities in the school and community |  |  |  |
| Set realistic short- and longer-term learning goals, define a path, and monitor progress |  |  |  |
| Explore volunteer opportunities and other new experiences outside school and recognize their value in career development |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| **Personal Development:** Goal-setting strategies, self-assessment, project management, leadership, problem-solving and decision-making strategies |  |  |  |
| **Connections to Community:** Local and global needs and opportunities, cultural and social awareness, global citizenship, volunteer opportunities |  |  |  |
| **Life and Career Plan:** Factors affecting types of jobs in the community, technology in learning and working |  |  |  |

**Second Language**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicates personal information orally in brief and simple messages |  |  |  |
| Asks and responds to simple questions |  |  |  |
| Identifies and uses common expressions and greetings |  |  |  |
| Communicates likes, dislikes, wants, and needs |  |  |  |
| Expresses acquired information in oral and visual forms |  |  |  |

**Applied Design, Skills and Technologies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student is able to engage in the steps of the design process:** | **Term 1** | **Term 2** | **Term 3** |
| Identify a design issue |  |  |  |
| Do research to understand the background of the design issue |  |  |  |
| Gather information about or from potential users |  |  |  |
| Identify key features or potential users and their requirements |  |  |  |
| Identify criteria for success and any constraints |  |  |  |
| Generate ideas and choose an idea to pursue |  |  |  |
| Create a plan and a test, gather feedback, and improve a prototype |  |  |  |
| Construct, share, and evaluate the final product |  |  |  |