Please note: This overview is a *best estimate* of what material will be covered for each term. There are often exceptions and adaptations made to support student interest and understanding. It is more beneficial for the students to have a good understanding of the concepts covered in class than for them to have exposure to many concepts with little to no understanding. This overview may be updated periodically to better reflect the learning taking place in the classroom.

	Big Ideas, Competencies, and Content (keywords)	Learning Resources/Strategies	Assessment/Evaluation
French	-Character analysis -Transitions -Summarizing -Active listening -DART -Autobiographies/biographies -Read aloud novel study: Les bas du pensionnat -Revision strategies	-DART Chenelière -Recueil de lecture (Centre franco-ontarien de ressources pédagogiques) -https://www.teacherspayteachers.com/Product/French-Transition-Words-for-Beginners-to-AP-Ecriture-118264 -Youtube: Pixar Short Films -Le Monde en Marche -French Novel: Les bas du pensionnat by Christy Jordan-Fenton and Margaret Pokiak-Fenton -Reading and Writing Power by Adrienne Gear -Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles by Faye Brownlie	- Worksheets/exercises - Checklists, notes on progress - Rubrics and self-assessments - Self and peer editing - Discussions - Tests/Quizzes - Projects - Presentations: Written component, Speaking skills - Transfer of applicable learning
English	-NFRA -Summary writing -Editing texts -Persuasive writing -Reading strategies -Metacognitive strategies -Text features -Literary devices	-https://sd73nfra.weebly.com -Assorted children's storybooks for summary writing -Non-Fiction Reading Power by Adrienne Gear http://www.readingpowergear.com -Various resources (puzzles/games) from Teachers pay Teachers for literary devices centres -Wordly Wise	-Discussions -Worksheets/assignments -Tests/quizzes -Rubrics -Self-assessments -Self and peer editing -Projects -Checklists/teacher observational notes - Presentations: Written component, Speaking skills
Math	-Multiplication and division to 100 -Multiplication and division to 100 with decimals -Place value -Factors and multiples -Order of operations	-Vancouver Island Diagnostic -Online resources and math games ex. MathFROG (University of Waterloo), Cool Math Games Prodigy, Khan Academy -Houghton Mifflin Math 6 -Chenelière Math 6	-Worksheets/exercises -Tests/quizzes -Checklists/teacher observational notes -Self-assessments -Projects
Sciences	-Solar system: position, motion, components of solar system including planets, moons, extreme environments etc. -Newton & Gravity -Scientific inquiry: Questioning, investigating, communicating ideas -Finding and using reliable sources for research -Data/information collection (note-taking)	-Student-led inquiry -Library books -Online resources ex. EBSCO, World Book Online -https://www.exploringbytheseat.com/lessons/#upcoming -BC Science Probe	-Discussions -Worksheets/assignments -Tests/quizzes -Rubrics -Self-assessments -Student inquiry -Projects -Checklists/teacher observational notes

Sciences humaines	-Systems of government -Government organizations -Treatment of minority populations in Canada	-CIVIX Educational Resources -Student Vote -Local, provincial, national, international news outlets -Party platform information: https://pollenize.org/fr/elections/canada-2019 -Local, provincial, national, international news outlets -"Nos Nouvelles" https://www.lesplan.com/fr/publications/nos-nouvelles -Introduction aux medias Chalkboard Publishing -Student research -French Novel: Les bas du pensionnat by Christy Jordan-Fenton and Margaret Pokiak-Fenton -Every Child Matters Event by the National Centre for Truth and Reconciliation (University of Manitoba)	-Discussions -Worksheets/assignments -Tests/quizzes -Rubrics -Self-assessments -Student inquiry -Projects -Checklists/teacher observational notes
PE/Health	-Cooperative games -Volleyball -Mental Well-Being, Social and community health	-BOKS program -Premier Sports Awards Program http://jwsporta.ca/psap/ -Kids in the Know program	-Discussions -Projects -Reflections -Self-assessments -Rubrics -Skills tests -Group/partner work -Teacher observational notes
Careers	- Decision making and problem-solving - Goal setting, time management, and planning - Self-knowledge - Exploring personal interests and strengths	-MindUp -Core Competencies Reflections: https://www.teacherspayteachers.com/Product/Intermediate-Core-Competencies-I-Can-Self-Reflection-Sheets-3671603 -Multiple Intelligences: https://www.teacherspayteachers.com/Product/MI-Theory-for-Kids-Basic-Bundle-Survey-Lessons-Activities-and-Printables-152575 -The Leader In Me by Stephen R. Covey	-Cross-curricular -Self-assessment -Teacher observational notes -Projects -Reflections -Discussions -Group/partner work
ADST	-Digital literacy and computers -Google Classroom -Text formatting, following criteria, document naming -Word processing, creating slideshows -Touch typing skills -Project design with planning, revising, seeking feedback, improving -Research skills -Troubleshooting basic issues -Textiles; hand construction techniques	-Google Classroom -Chromebooks -Typing.org -Mme Hunter -Library resources -Online resources	-Cross-curricular -Self-assessment -Teacher observational notes -Projects -Reflections
Arts	-Music -Visual arts	-Mr. Hallett -Mme Moffat -Online resources: https://www.incredibleart.org/links/artlessons.html http://www.thatartistwoman.org/ https://www.deepspacesparkle.com/category/45-minute-art-lessons/	-Self-assessments -Rubrics -Projects -Teacher observational notes -Cross-curricular

Notes on assessment:
- Wherever possible, students are encouraged to provide evidence of their learning and understanding using their strengths and interests. Students are encouraged to approach the teacher and propose their own ideas of how they would like to demonstrate the intended learning.
- Tests and quizzes can be redone to demonstrate that the student has learned the material. If the student can demonstrate that they understand the learning goals, they will not be penalized academically for first attempts to learn. Test retakes must be done within a reasonable time-frame as arranged with the teacher and students must provide evidence of their efforts to understand the learning. (Notes, review with teacher, explanation of what was done).
- Assessment is based on where the student is in relation to the intended learning goals. Students may receive work without letter grades or totals. Students may receive work with comments or circles or they may be given verbal feedback to support their learning. Students may be asked to make corrections and return their work to the teacher if they have not provided sufficient evidence that they have met the learning goals.

Notes on Core Competencies:
- Opportunities for self-reflection on our learning and personal development will be integrated throughout the term.
- We will use SMART language (Specific, Measurable, Achievable, Realistic, Timely) when planning and setting goals.
- We will use self and peer assessments in order to strengthen our metacognitive awareness in relation to the Core Competencies.

Notes on First People's Principles of Learning:
- Principles will be integrated throughout the term.
- Resource: https://firstpeoplesprinciplesoflearning.wordpress.com/