

General Term Summary

Grade 6 – Term 1

Language Arts

In Language Arts, we focused on several types of functional writing, and extended our knowledge of reading strategies to deepen our understanding of literature. Our writing practice explored the traits of writing (organization, content, sentence structure, conventions and word choice). Students were also engaged in responding to a variety of writing prompts, which included regular blogging, personal reflections, descriptive paragraphs and persuasive arguments. Our class read aloud focused on the comprehension strategies of self-monitoring, making connections and making inferences. Further, students practiced their ability to manage ideas and information through research and engaged in many research activities that required them to access information, evaluate sources, record information and share their ideas and information. The above concepts were applied to real-world situations, as well as selected texts.

Science

This term we performed an in-depth study of Topic A: Air and Aerodynamics, as well as Topic B: Flight. This included the properties of air, and specific ways that air movement can create lift. The class also focused on making observations as part of Topic C: Evidence and Investigation. Through the study of the topics, we applied the scientific process and used an investigative approach.

Social Studies

6.1 Citizens Participating in Decision Making: The broad focus in Social Studies in Grade 6 is on active citizenship and how we can affect others through our decisions and understanding of the world around us. This term we studied decision-making processes, the components that make up democracy, and how our rights and freedoms are protected in Canada. Students learned and used this information by exploring their values and attitudes, applying their knowledge and understanding, and practicing a variety of skills and processes (active inquiry, critical thinking, reflection and using and managing information).

Mathematics

The strands of Number and Patterns and Relations: While working with these strands, we looked at ways to describe patterns and relationships between numbers, and the different ways that we can write, describe and organize numbers. Students were required to represent and describe patterns and relationships using graphs and tables, understand relationships within tables of values to solve problems, develop and use equations with letter variables (basic algebraic equations), understand and apply the order of operations, demonstrate the meaning of preservation of equality and identify multiples and factors of various numbers.

The strand of Shape and Space: Angles and their relationships in different shapes were examined. Students were required to demonstrate the ability to identify angles in their environment, classify angles according to their measure, determine angle measures in degrees and understand the relationship between angles relative to their shape type (triangles and quadrilaterals).

Students are expected to demonstrate mathematical understanding by explaining their understanding, connecting mathematical ideas to other concepts and subject areas, demonstrating fluency with mental math, developing and applying new mathematical understanding through problem solving, developing mathematical reasoning, selecting and using technology as tools in problems solving and using visualization skills to assist in making connections and with problem solving. All of the above skills were used to solve problems that are encountered in daily life, and show how mathematics can be used in and out of the classroom.

Health

Middle School Progress Report Comments

**Deanne A. Crone, Leanne S.
Hawken, Robert H. Horner**



Middle School Progress Report Comments:

How to Manage Your Middle School Classroom Jeff Williams, 1996 A practical handbook for teachers of middle school age students

Involving Parents of Students with Special needs Jill C. Dardig, 2016-05-24 This book helps readers with real world situations It is easy and user friendly this book provides strategies and tools to aid in communicating with parents

What Current Research Says to the Middle Level Practitioner Judith L. Irvin, 1997 This volume provides recent research findings on important topics related to the still expanding middle school movement They are divided into seven parts addressing teaching learning curriculum teacher education social context organization leaderships and issues and future directions Following an introduction to middle level education research by Irvin and Hough the chapters are 1 Young Adolescent Development Eccles and Wigfield 2 Enhancing Self Concept Self Esteem in Young Adolescents Lipka 3 Motivation and Middle School Students Anderman and Midgley 4 The Effects of Interdisciplinary Teaming on Teachers and Students Arhar 5 Teaching with Time on Your Side Developing Long Term Relationships in Schools McLaughlin and Doda 6 Middle Level Discipline and Young Adolescents Making the Connection Bennett 7 Ability Grouping Issues of Equity and Effectiveness Mills 8 Differing Perspectives Common Ground The Middle School and Gifted Education Relationship Rosselli 9 Inclusion Hines and Johnston 10 A Multifaceted Approach to Teaching Limited Proficiency Students VanNess and Platt 11 Assessment Stowell and McDaniel 12 Middle Level Competitive Sports Programs Swaim and McEwin 13 Middle Level Curriculum s Serendipitous History Toepfer 14 Effects of Integrative Curriculum and Instruction Vars 15 Curriculum for Whom Brazee 16 Curriculum for What The Search for Curriculum Purposes for Middle Level Students Beane 17 Current Issues and Research in Middle Level Curriculum On Conversations Semantics and Roots Powell and Faircloth 18 Middle Level Teacher Preparation and Licensure McEwin and Dickinson 19 Multicultural Issues in Middle Level Teacher Education Hart 20 Improving Urban Schools Developing the Talents of Students Placed at Risk Mac Iver and Plank 21 Service Learning and Young Adolescent Development A Good Fit Schine 22 Home School Partnerships A Critical Link Brough 23 Organizational Trends and Practices in Middle Level Schools Valentine and Whitaker 24 A Bona Fide Middle School Programs Policy Practice and Grade Span Configurations Hough 25 Components of Effective Teams Trimble 26 Transition into and out of Middle School Mizelle and Mullins 27 Collaboration and Teacher Empowerment Implications for School Leaders Clark and Clark 28 Women in Leadership Roles Clark and Clark 29 The Middle Level Principalship Valentine Trimble and Whitaker and 30 Setting a Research Agenda Hough and Irvin Each chapter contains references HTH

[Secondary and Middle School Teaching Methods](#) Leonard H. Clark, Irving S. Starr, 1991

Responding to Problem Behavior in Schools, Third Edition Leanne S. Hawken, Deanne A. Crone, Kaitlin Bundock, Robert H. Horner, 2020-11-27 Now revised and expanded with the latest research and adaptations for additional target behaviors this is the gold standard guide to Check In Check Out CICO the most widely implemented Tier 2 behavior intervention CICO is designed for the approximately 10 15% of

students who fail to meet schoolwide behavioral expectations but who do not require intensive individualized supports In a large size format for easy photocopying the book includes step by step procedures and reproducible tools for planning and implementation At the companion website purchasers can download and print the reproducible tools and can access online only training materials sample daily progress reports and an Excel database for managing daily data Second edition subtitle The Behavior Education Program New to This Edition Chapters on CICO in alternative educational settings and for students with internalizing behavior problems Content on using CICO for attendance issues academic and organizational skills and recess behavior problems Chapter on layering additional targeted interventions onto CICO Chapter with specific recommendations for training and coaching school teams Expanded chapters on frequently asked questions implementation in high school and culturally responsive practices Supplemental online only training and data management tools Updated throughout with current data and evidence based procedures See also Dr Hawken s training DVD Check In Check Out Second Edition A Tier 2 Intervention for Students at Risk Also available the authors work on intensive interventions for severe problem behavior Building Positive Behavior Support Systems in Schools Second Edition Functional Behavioral Assessment This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

Educational Assessment Robert J. Wright, 2008 Educational Tests and Measurements in the Age of Accountability is a core text for use in a first level graduate course in educational measurement and testing In addition to covering the topics traditionally found in core textbooks for this course this text also provides coverage of contemporary topics including national testing programs international achievement comparisons the value added assessment of schools and teachers and the public policy debate on selective admissions vs affirmative minority enrollment **Organizational Literacy for**

Educators , *Responding to Problem Behavior in Schools, Second Edition* Deanne A. Crone, Leanne S. Hawken, Robert H. Horner, 2010-02-24 This book has been replaced by Responding to Problem Behavior in Schools Third Edition ISBN 978 1

4625 3951 2 **Developing Standards-Based Report Cards** Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children s learning and progress *Supervision for Today's Schools* George E.

Pawlas, Peter F. Oliva, 2007-06-29 Specifically designed for the introductory course this text provides an overview of the field of instructional supervision Acquaints students with not only the authors views on supervision but with those of other specialists in the field placing heavy emphasis on practice and the supervisor s responsibilities as an instructional leader Continues to stress that the relationship between the supervisor and teacher is built on trust and that the overall goal is to improve student achievement through better instruction **A Big Apple for Educators: New York City's Experiment**

with Schoolwide Performance Bonuses Julie A. Marsh, Matthew G. Springer, Daniel F. McCaffrey, Kun Yuan, Scott Epstein, 2011-07-15 For three school years from 2007 to 2010 about 200 high needs New York City public schools

participated in the Schoolwide Performance Bonus Program whose broad objective was to improve student performance through school based financial incentives An independent analysis of test scores surveys and interviews found that the program did not improve student achievement perhaps because it did not motivate change in educator behavior **Identity and Diversity** Maud Blair, Janet Holland, Sue Sheldon, 1995-01-01 First published in 1995 Routledge is an imprint of Taylor Francis an informa company **Resource Teachers** Jennifer Katz, 2013-12-10 In Resource Teachers Dr Jennifer Katz describes the fundamental shift in the role of the resource teacher in the inclusive classroom outlined in her previous book Teaching to Diversity Dr Katz discusses practical and innovative ways to partner with classroom teachers to create inclusive learning communities by co planning co teaching and co assessing instruction with less emphasis on traditional practices of pull out remediation IEPs and modified programming **Report on Education** Southern Rhodesia. Department of Education, 1927 *Parental Involvement in Childhood Education* Garry Hornby, 2011-04-07 Parental participation has long been recognized as a positive factor in children s education Research consistently shows that parents contributions to their children s education lead to improvements in their academic and behavioral outcomes from elementary through middle and secondary school Recognizing the critical role of school psychologists in this equation Parental Involvement in Childhood Education clearly sets out an evidence based rationale and blueprint for building parental involvement and faculty awareness The author s starting point is the gap between the ideals found in the literature and the reality of parental involvement in schools An ecological analysis identifies professional institutional and societal factors that keep schools and parents distant Methods for evaluating parental involvement are detailed as is a model for developing and maintaining strong parental relationships at the instructor school and education system level with an emphasis on flexible communication and greater understanding of parents needs This empirically sound coverage offers readers A detailed understanding of obstacles to parental involvement An evidence based model for parental participation A three nation study of parental involvement practices in schools Guidelines for implementing parental involvement activities and initiatives A review of effective communication strategies with parents Analysis of key interpersonal skills for effective work with parents Parental Involvement in Childhood Education is essential reading for practitioners and researchers in school psychology and counseling social work and educational psychology whether they work directly with schools or in providing training for teachers and other professionals who work with children and their parents **The Other Side of the Report Card** Maurice J. Elias, Joseph J. Ferrito, Dominic C. Mocer, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested

report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students

Organizational Literacy for Educators Jason Earle, Sharon D. Kruse, 1999-02-01 Teachers and administrators who understand the politics in schools can operate more successfully to facilitate change This text teaches educators to identify and influence common social patterns that affect their work in school organizations It combines literature from educational leadership and foundations of education to provide a comprehensive introduction to organizational theories related to schooling A particularly notable feature is that in addition to traditional bureaucratic and political approaches there is a substantial focus on recent critical and feminist theories Extensive use of narrative vignettes makes the theories accessible for prospective and practicing teachers Practice cases and exercises assist students in applying the theories to their own organization settings Assuming little prior knowledge of theories about school organizations this volume is intended as a text for introductory graduate courses as well as for advanced undergraduate courses and groups such as site based management teams and district professional development committees

Closing the Circle Sean A. Walmsley, 2008-03-07 In *Closing the Circle* Sean Walmsley offers education practitioners at all levels district and school administrators curriculum supervisors staff developers literacy coaches classroom teachers and special education teachers a coherent framework along with practical advice for setting K 12 language arts expectations and for effectively guiding instruction assessment reporting and data analysis Distilled from the author's extensive experience working with schools and districts the framework enables educators to prioritize literacy learning and work together more productively to achieve better literacy outcomes for all students The innovative framework includes five major elements 1 a set of clearly defined literacy attributes concise expectations for what students should know do understand and experience in the language arts 2 instructional contributions that best support students including struggling learners in acquiring the attributes 3 appropriate assessments for tracking students progress 4 reporting practices that clearly explain the progress achieved and 5 rigorous analysis of data to inform instruction The model embraces a broad conception of literacy and includes expectations for reading writing listening and speaking as well as viewing and representing making it especially suitable for learning in the digital era

Scrapbooking Friends and Family, 2004 Discover more than 825 scrapbook pages and a full year of month by month scrapbooking ideas to chronicle the lives of family and friends In this value priced 288 page book in the *Treasury of Favorites* series from Creating Keepsakes scrapbook magazine special sections are presented for babies children teens and adults There are fun ideas for every month plus for every stage of life from birth to retirement Included are extensive galleries of reader scrapbook pages photo tips and more This colorful volume is packed with great ideas for faster family history pages and poignant suggestions for journaling family stories and traditions Articles include Recording the Stories That Make Your Family Unique Honor a War Hero A Family Reunion With Flair The Simple Charms of Childhood and others

Fair Isn't Always Equal Rick Wormeli, 2006 Differentiated instruction is a nice idea but what happens when it comes to assessing and

grading students What s both fair and leads to real student learning Fair Isn t Always Equal answers that question and much more Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes Filled with real examples and gray areas that middle and high school educators will easily recognize Rick tackles important and sometimes controversial assessment and grading issues constructively The book covers high level concepts ranging from rationale for differentiating assessment and grading to understanding mastery as well as the nitty gritty details of grading and assessment such as whether to incorporate effort attendance and behavior into academic grades whether to grade homework setting up grade books and report cards to reflect differentiated practices principles of successful assessment how to create useful and fair test questions including how to grade such prompts efficiently whether to allow students to re do assessments for full credit This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms

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