

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

Maud Blair, Janet Holland, Sue Sheldon

Middle School Progress Report Comments:

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

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

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
- 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

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* , **The Other Side of the Report Card** Maurice J. Elias, Joseph J. Ferrito, Dominic C. Moceris, 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 *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 **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

THE SHADOW OF SACRIFICE Donald D. Deignan, 2016-10-24 On March 18 1942 barely one hundred days after Japan's devastating surprise attack on the United States Navy's Pacific Fleet based at Pearl Harbor a group of American soldiers were guarding a beach on the north shore of the Hawaiian island of Oahu against an expected Japanese amphibious invasion The atmosphere was tense Suddenly a gunshot shattered the almost perfect silence of that tropical night In its aftermath one young American soldier lay dead not far from the beach he was guarding But who was he And what were the circumstances which had led to his tragic death The Shadow of Sacrifice answers these questions and in the process tells the compelling and poignant story of the way in which that single gunshot has echoed down through the generations of one typical American family Here is a mystery a tragedy a kind of love story a tale of survival and transformation and the unfolding record of promises made and kept The young American soldier who died mysteriously on that Hawaiian beach in 1942 was my beloved uncle Private First Class Donald Joseph John Deignan for whom I was proudly named Our lives have always been closely and positively connected Here just in time for the 75th Anniversary of the Pearl Harbor Attack is a thorough examination of the unbreakable and mutually beneficial bonds of love and loyalty which still unite us today Veterans and their families Baby boomers immigrants and people with disabilities will all find themselves reflected in our particular story

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 *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 **Hearing on the Office of Educational Research and Improvement** United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education, 1990 Resources in Education , 2001 **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 The School within Us James Nehring, 1998-02-05 This book tells the story of a community of teachers parents and students who thoughtfully took charge of their very conventional circumstances and created a very unconventional school With authority and liveliness Nehring a veteran teacher who led the development of the school describes the many challenges faced and overcome in The Bethlehem Lab School from its inception as a proposal in 1988 to the graduation of its first senior class Working on the fault line between theory and practice Nehring and his colleagues built a school on performance based assessment in a state resurgent with standardized testing Committed to small scale in a suburban community with a typically large high school and wide elective offering the Lab School which functions as a school within a school offered a highly focused integrated curriculum culminating in a senior internship program and thesis project With students and parents closely involved the school developed a democratic culture attuned to many voices and a high degree of collaboration Throughout its development the Lab School faced skepticism from colleagues and community members but continually proved them wrong as it raised private foundation money won crucial faculty votes attracted a diverse student population succeeded with competitive college admissions for its graduates and won strong support from students and parents **Research in Education** , 1969 **Stillaguamish River Bridges Replacement, SR 9 and 530, Snohomish County** , 1995 **Report on the Progress of Education in the Punjab**

Punjab (India). Education Department, 1906 A Light in Dark Times Judith Friedlander, 2019-02-05

The New School for Social Research opened in 1919 as an act of protest. Founded in the name of academic freedom, it quickly emerged as a pioneer in adult education, providing what its first president Alvin Johnson liked to call the continuing education of the educated. By the mid 1920s the New School had become the place to go to hear leading figures lecture on politics and the arts and recent developments in new fields of inquiry such as anthropology and psychoanalysis. Then in 1933, after Hitler rose to power, Johnson created the University in Exile within the New School, welcoming nearly two hundred refugees. Johnson, together with these exiled scholars, defiantly maintained the great traditions of Europe's imperiled universities. Judith Friedlander reconstructs the history of the New School in the context of ongoing debates over academic freedom and the role of education in liberal democracies. Against the backdrop of World War I and the first red scare, the rise of fascism and McCarthyism, the student uprisings during the Vietnam War, and the downfall of communism in Eastern Europe, Friedlander tells a dramatic story of intellectual, political, and financial struggle through illuminating sketches of internationally renowned scholars and artists. These include, among others, Charles A. Beard, John Dewey, Jos. Clemente Orozco, Robert Heilbroner, Hannah Arendt, and Gnes Heller. Featured prominently as well are New School students, trustees, and academic leaders. As the New School prepares to celebrate its one hundredth anniversary, A Light in Dark Times offers a timely reflection on the legacy of this unique institution, which has boldly defended dissident intellectuals and artists in the United States and overseas.

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