

2018 – 2019

GLENROSA MIDDLE SCHOOL

Course Information Guide



GRADE

6

TO PARENTS:

The purpose of the middle school is to provide a school setting that takes into consideration the transition period from childhood to adolescence. In looking at the characteristics of middle school aged students, we realize that they are undergoing many intellectual, physical, social and emotional changes at this time. Glenrosa Middle School offers progressive 21st Century classrooms with a focus on developing students' ability to collaborate, think critically, problem solve and innovate. The program of instruction includes a specified program of required courses with elective options. We hope this course guide will be useful in helping you make decisions about classes for your son/daughter.

TO STUDENTS:

Welcome to Glenrosa Middle School. We are excited that you are going to be a student here at Glenrosa. We are a progressive, 21st Century Learning school focused on both high academic achievement, and teaching you the skills necessary to succeed in the future. By having collaboration, critical thinking, problem solving, and innovation at the center of your learning, you will become equipped with the attributes of the School District 23 Learner and go on to become a successful citizen. We offer an instructional program that focuses on academic achievement and growth through a variety of interesting classes. This course information guide has been prepared to assist you and your parents in planning your program.

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All Grade 6 students will be enrolled in the following required courses:
English, Social Studies, French, Mathematics, Science, Careers, PE and Mentorship.

In addition, all student will enjoy a trimester rotation in 'exploratory courses' in Applied Design, Skills and Technology (ADST) and Arts.

ADST – <https://curriculum.gov.bc.ca/curriculum/adst/6>

ARTS - <https://curriculum.gov.bc.ca/curriculum/arts-education/6>

BIG IDEAS OF GRADE 6 REQUIRED COURSES

English Language Arts -

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/6>

- 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
- Exploring and sharing multiple perspectives extends our thinking
- Developing our understanding of how language works allows us to use it purposefully
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

French Second Language-

<https://curriculum.gov.bc.ca/curriculum/second-languages/6/core-french>

- Listening and viewing with intent helps us understand a message
- Using strategies helps us understand and acquire language
- With basic French, we can describe important people in our lives
- Reciprocal communication is possible in French using simple, high frequency words and patterns
- Stories communicate ideas in a meaningful way
- Learning about Francophone communities helps us develop cultural awareness

Mathematics -

<https://curriculum.gov.bc.ca/curriculum/mathematics/6>

- Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes
- Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals
- Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations
- Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles
- Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret

Physical and Health Education -

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/6>

- Daily physical activity enables us to practice skillful movement and helps us to develop personal fitness
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity
- We experience many changes in our lives that influence how we see ourselves and others
- Healthy choices influence our physical, emotional, and mental well-being
- Learning about similarities and differences in individuals and groups influences community health

Science - <https://curriculum.gov.bc.ca/curriculum/science/6>

- Multicellular Organisms rely on internal systems to survive, reproduce, and interact with their environment
- Everyday materials are often mixtures
- Newton's three laws of motion describe the relationship between force and motion
- The solar system is part of the Milky Way, which is one of billions of galaxies

Social Studies - <https://curriculum.gov.bc.ca/curriculum/social-studies/6>

- Economic self-interest can be a significant cause of conflict among peoples and governments
- Complex global problems require international cooperation to make difficult choices for the future
- Systems of government vary in their respect for human rights and freedoms
- Media sources can both positively and negatively affect our understanding of important events and issues

Careers - <https://curriculum.gov.bc.ca/curriculum/career-education/6>

- Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community
- Our personal digital identity forms part of our public identity
- Practicing respectful, ethical, inclusive behavior prepares us for the expectations of the workplace
- Leadership represents good planning, goal setting, and collaboration
- Safe environments depend on everyone following safety rules
- New experiences, both within and outside of school, expand our career skill set and options

Mentorship

This class is designed to facilitate a strong, vibrant, positive culture and community at Glenrosa Middle School. In this course, students will learn the skills of collaboration, critical thinking and problem solving. Students will have the opportunity to develop their skills through a series of project-based learning experiences and critical challenges. This course will culminate with year-end presentations of learning where students will demonstrate evidence of their acquisition of the attributes of the School District 23 Learner.

DESCRIPTIONS OF GRADE 6 EXPLORATORY COURSES

ADST Courses - <https://curriculum.gov.bc.ca/curriculum/adst/6>

- Design can be responsive to identified needs
- Complex tasks require the acquisition of additional skills
- Complex tasks may require multiple tools and technologies

Students in Grades 6 to 9 will have opportunities to explore specific areas of Applied Design, Skills, and Technologies while continuing to build their design thinking and foundational skills.

The Applied Design, Skills, and Technologies 6–9 curriculum encompasses content from the four existing Applied Design, Skills, and Technologies disciplines (Business Education, Home Economics, Information and Communications Technology, and Technology Education) and new and emerging fields, and provide opportunities for choice, modularization, and a variety of delivery options. This approach provides provincial recognition of the variety and scope of existing locally developed middle years programs and a template for the development of additional local programs.

As a result of their explorations in Grades 6 to 9, students may begin to show particular interest in and aptitude for specific Applied Design, Skills, and Technologies areas and set more specialized learning goals.

ARTS Courses - <https://curriculum.gov.bc.ca/curriculum/arts-education/6>

- Engaging in creative expression and experiences expands people's sense of identity and community
- Artistic expressions differ across time and place
- Dance, drama, music, and visual arts are each unique languages for creating and communicating
- Experiencing art is a means to develop empathy for others' perspectives and experiences

The redesigned Arts Education curriculum strives to galvanize students' artful habits of mind through engaged arts learning. The curriculum includes a general arts program as well as four core discipline-specific programs — dance, drama, music, and visual arts — that capture the language, activities, and experiences unique to each of those disciplines.

Note that throughout the Arts Education curriculum, "artist" is used as an inclusive term to refer to people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists). This usage views students as artists, too. Similarly, "works of art" is used to refer to the results of creative processes in any of the four disciplines.