Grade 6 Curriculum Newsletter
March - June 2021

Guiding Question: How does resilience affect the evolution of society and the environment?

Introduction:
Students will be immersed in the Alberta Program of Studies curriculum and identify outcomes by engaging and investigating in the skills focusing on the guiding question: "How does resilience affect the evolution of society and the environment?" We will be answering this question through the perspective of time and will be creating a timeline to represent the evolution of concepts.

Term 1 will be centered around historical human and environmental resilience and the resulting developments. The provocation for our explorations is through a video titled "What Happened Before History? Human Origins." This will lead to their inquiry around human evolution for survival throughout time.

Term 2 will explore the modern day and make connections to past civilizations and the decisions they made that led to the evolution and development of our current societies. Our learning will be around how communities continually evolve to meet the needs of a society. Through a community space design project, students will be exploring traditional knowledges and the role they play in better understanding the needs of a society.

Term 3 centers on the connections between students and their environment to build an understanding of the importance of the environment in their lives. Students will look at present and future environmental concepts and will connect these with concepts relating to democracy and resilience.

Science:
Our Term 3 learning tasks will focus around themes and creations from the novel "Mortal Engines" by Phillip Reeve. They will make connections to past and present uses of flying objects and explore the need for these inventions in building resilience in a dystopian future. Students will explore the characteristics of air and the interaction between moving air and solids. They will learn about a variety of adaptations and designs that make flight possible by exploring ideas from the novel, in nature, and past and present designs. This understanding will then be applied to create a variety of flying devices inspired by the story. In constructing models, students follow the design thinking process to develop various designs, build it, test it, solve the problems that might arise, then continue to improve their designs.

Math:
This term, students will investigate mathematical concepts in order to develop an understanding of how these are applied to the planning, designing, and construction of flying objects**.** This might involve projects around balloons, planes, and gliders in connection with our “Mortal Engines” novel study. Students will be exploring how scientific experiments and mathematical processes play an important role in how designs are made, tested, and improved.

Humanities:
In the third term, students will explore traditional and oral storytelling present within different cultures. Students will engage with an Artist in Residence to examine the power of words and learn about stories, narratives, and representations of the resilience of people and societies throughout history. Students will learn about how personal stories of resilience are created and shared and will explore the power of words through poetry, narratives, and digital storytelling.
As with Ancient Athens and Canadian Democracy, students will explore the decision-making structure of the Iroquois Confederacy as well as the historical and cultural importance of this group in Canada. Students will examine the connection to the land of a variety of indigenous communities and how they can use this traditional knowledge in their own environmental and personal journeys of resilience. Students will investigate the cultural significance of a tree to discover how it is interconnected with its environment and the local First Peoples.

Assessment
The teacher will utilize a variety of formative and summative assessment tools to assess student achievement. These may include but are not limited to: teacher observations, small group and one-to-one discussions, student work and reflections, rubrics, feedback and goal setting, and class participation.

Thank you for your support with our learning and please contact your child’s teacher if you have any questions.

Grade 6 team

Homeroom	**Science/Math Teacher**	**Humanities Teacher**
6-1 and 6-3	Joanne Pham jopham@cbe.ab.ca	Veronica May vekoleff@cbe.ab.ca
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