

Long Term Overview

Camille Wright
Gr.6
2025-2026

	Term 1			Term 2				Term 3		
Months	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Theme	Foundation/ Roots/ Essence/ Identity			Reaction /Growth/Change				Influence/Direction/ Leadership		
Christian Education										
Big idea:	God Calls us into a Covenantal Relationship of love throughout salvation history. Christianity is rooted in the story of the Israelites			Jesus is the fulfillment of the covenant God Calls us into a Covenantal Relationship of love throughout salvation history.				Living in the covenant leads us to love God and neighbour.		
Content:	Liturgical seasons – what are the liturgical seasons Prayers of the church Genesis – the beginning Covenant (beginning of it)			The commandments Continuation of the Covenant through Moses Liturgy and the sacraments - Reconciliation - Tridium Salvation story - Eucharist Mary Relationship / Response – our relationship with God and how we are constantly changing within it. Parables				Beatitudes Moral decision making Corporal and Spiritual works of Mercy Value Modesty		

Long Term Overview

Camille Wright
Gr.6
2025-2026

Curricular Competencies:	● Know scripture and tradition of catholic church ● Express the creed of the Catholic church ● Know the meaning of liturgy and sacraments ● Celebrate full, conscious and active participation in the liturgy and sacraments ● Know the prayers of the church ● Apply the truth and relevance of scripture to one's personal life ● Identify elements of faith Catholics share with other Christian communities	● Find Christ's presence in the sacraments, especially the eucharist ● Model their lives on the attitudes and actions of Jesus ● Engage in the corporal and spiritual works of mercy as acts of love for Christ ● Talk with and listen to God through a variety of expressions and forms of prayer and with scripture ● Proclaim Jesus as saviour and Lord through word and actions ● Learn to live in community with others, in preparation of living the community of saints and Jesus in the next life	● Conform their lives to the theological and cardinal virtues ● Apply Catholic Social Teaching to life in society ● Care for the least and the alienated ● Be present as Christian disciples in society though their student, cultural, and social life. ● Recognize the connection and the distinction between the proclamation of Christ and inter-religious dialogue
Math			
Big idea:	1. Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals 2. Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations	1. Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles. 2. Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.	1. Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes 2. Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals

Long Term Overview

Camille Wright
Gr.6
2025-2026

Units	Number Patterns	Number Sense	Geometry	Geometry/Graphs	Graphs /Probability	Fractions/ Percents Decimals	Decimal numbers	Financial Literacy
Content:	• Small to large numbers • Order of operations • Factors and multiples • Multiplication and division facts to 100 • One step equation with whole number coefficient and solutions		• Triangles • Perimeter of complex shapes • Area of triangles, parallelograms, trapezoids • Angle measurement and classification • Volume and capacity • Combinations of transformation • Line graphs • Increasing and decreasing patterns, using expressions, tables, graphs			• Improper fraction and mixed number • Introduction to ratios • Whole number percents and percentage discount • Multiplication and division of decimals • Financial literacy • Single outcome probability		
Curricular Competencies:	• Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze, and apply mathematical ideas • Estimates reasonably • Applies mental math strategies • Use tools or technology to explore and create patterns and relationships, and test conjectures. • Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving.		• Model math in contextualized experiences • Apply multiple strategies to solve problems in both abstract and contextualized situations • Visualize to explore math concepts • Use mathematical vocabulary and language to contribute to mathematical discussion • Represent mathematical ideas in concrete, pictorial and symbolic form • Connect mathematical concepts to each other and to other area and personal interests			• Use mathematical arguments to support personal choice • Reflect on mathematical thinking • Communicate mathematical thinking in many ways. • Explain and justify mathematical ideas and decisions. • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First people's communities, the local community, can others.		

Long Term Overview

Camille Wright
Gr.6
2025-2026

English Language Arts					
Big idea:	1. Language and text can be a source of creativity and joy 2. Exploring stories and other texts help us understand ourselves and make connections to others and to the world		1. Exploring stories and other texts help us understand ourselves and make connections to others and to the world 2. Developing our understanding of how language works, allows us to use it purposefully		1. Questioning what we hear, read, and view contributes to our ability to be educated and engaged individuals. 2. Exploring stories and other texts help us understand ourselves and make connections to others and to the world
Units	R: Reading Power	Poetry & Literary Devices	Fables / Short Stories		Literature Circles
	W: grammar & Text structure	Descriptive Writing/ Journal/Letter Writing	Short Stories	Expository Writing	W: Book Reports Essay Writing / Persuasive Writing
Content:	• Reading Strategies • Metacognitive strategies • Writing process • Forms, Functions and Genres of text • Sentence structure/ Grammar • Paragraphing • Extended Thinking • Text Features • Presentation Techniques • Language varieties • Literary Devices		• Features of Oral language • Oral language strategies • Metacognitive strategies • Literary elements • First People’s Oral Language Story Telling • Creative Writing		• Text Features • Language varieties • Literary elements • Techniques of persuasion
Curricular Competencies:	• Think critically, creatively, and reflectively to explore ideas within, between, and beyond text.		• Access information and ideas for diverse purposes from a variety of sources. • Synthesize ideas from a variety of sources		• Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways

Long Term Overview

Camille Wright
Gr.6
2025-2026

	● Recognize an increasing range of text structures and how they contribute to meaning ● Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking ● Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences ● Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation	● Understand how literary elements, techniques, and devices enhance and shape meaning ● Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message ● Use and experiment with oral storytelling processes ● Transform ideas and information to create original texts ● Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and point of view	● Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts ● Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and point of view ● Select and use appropriate features, forms, and genres according to audience, purpose, and message ● Exchange ideas and viewpoints to build shared understanding and extend thinking	
<u>Science</u>	Boardgame	Science Fair		Human Body Presentation
<u>Big idea:</u>	1. The solar system is part of the milky way, which is one of billions of galaxies.	1. Everyday materials are often mixtures 2. Newtons three laws of motion describe the relationship between force and motion		1. Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environments.
<u>Units</u>	Solar System and extreme environments	Newton's Laws	Mixtures and Solutions	Reproductive & Bodily Systems
<u>Content:</u>	● The overall age, scale, and structure of the universe. ● The position, motion, and components of our solar system in our galaxy.	● Heterogeneous mixtures ● Separated using a difference in component properties ● Local first people’s knowledge of separation and extraction		● Reproductive system ● Basic structure and function of the body system ● Excretory ● Endocrine ● Hormonal

Long Term Overview

Camille Wright
Gr.6
2025-2026

		• Newtons three laws • Effects of balanced and unbalanced forces in daily physical activity • Force of gravity	
Curricular Competencies:	• Questioning and predicting • Demonstrates a sustained curiosity about a scientific topic or problem of personal interest • Makes observation in familiar or unfamiliar context • Identify questions to answer or problems to solve through scientific inquiry • Makes predictions about the findings of their inquiry • With support, plan appropriate investigations to answer their questions or solve problems they have identified • Identify First People’s perspectives and knowledge as sources of information • Experience and interpret the local environment	• Decide which variables should be changed and measured for a fair test • Demonstrate openness to new ideas and consideration of alternatives. • Identify possible sources of error • Generate and introduce new or refined ideas when problem solving • Observe, measure, and record data, using appropriate tools, including digital technologies • Use equipment and materials safely, identifying potential risks • Choose appropriate data to collect to answer question • Identify patterns and connections in data • Compare data with predictions and develop explanations for results. • Co-operatively design projects	• Identify some of the assumptions in secondary sources • Demonstrate an understanding and appreciation of evidence • Identify some of the social, ethical, and environmental implications of the findings from their own and others’ investigations • Transfer and apply learning to new situations • Communicate ideas, explanations, and processes in a variety of ways. • Express and reflect on personal. Shares, or others’ experiences of place.
<u>Socials</u>	Current Event Presentations	Indigenous Relations Podcasts	
<u>Big idea:</u>	1. Complex global problems require international cooperation to make difficult choices for the future.	1. Media sources can both positively and negatively affect our understanding of important events and issues. 2. Systems of government differ in their respect for human rights and freedoms	1. Complex global problems require international cooperation to make difficult choices for the future. 2. Economic self-interest can be a significant cause of conflict among peoples and governments

Long Term Overview

Camille Wright
Gr.6
2025-2026

Units	Mapping	Global organizations and their roles.	Global issues and international responses	Conflict between countries and Governmental response Poverty and inequality	Media coverage	Migration	Government structure	Economics
Content:	● International cooperation and responses to global issues ● Roles of individual, governmental organizations, NGO’s, including groups representing indigenous peoples ● Regional and international conflict ● International cooperation and responses to global issues ● Media technologies and coverage of current events			● International cooperation and responses to global issues ● Roles of individual, governmental organizations, NGO’s, including groups representing indigenous peoples ● Urbanization and migration of people ● Global poverty and inequality issues, including class structure and gender			● Economic policies and resource management, including effects on indigenous people ● Globalization and economic interdependence ● Different systems of government ● Roles of individual, governmental organizations, NGO’s, including groups representing indigenous peoples	
Curricular Competencies:	● Use Social studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. ● Develop a plan of action to address a selected problem or issue ● Construct arguments defending the significance of individuals/groups, places, events, or developments			● Sequence objects, images, events, and recognize the positive and negative aspects of continuities and changes in the past and present ● Differentiate between long- and short-term causes, and intended and unintended consequences, of events, decisions, or developments.			● Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. ● Develop a plan of action to address a selected problem or issue ● Take stakeholders' perspective on issues, developments, or events by making inferences about their beliefs, values and motivations.	

Long Term Overview

Camille Wright
Gr.6
2025-2026

	- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media - Take stakeholders' perspective on issues, developments, or events by making inferences about their beliefs, values and motivations.		Take stakeholders' perspective on issues, developments, or events by making inferences about their beliefs, values and motivations.	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media
<u>ADST</u>				
<u>Big idea:</u>	1. Complex tasks require the acquisition of additional skills.		1. Complex tasks may require multiple tools and technologies.	1. Design can be responsive to identified needs.
<u>Units</u>	All about me	Robotics / Coding / Boardgames	Design Process Dream Bedroom/ Podcast Creating	Entrepreneurship Business Fair
Content:	- Internet Safety - digital self-image, citizenship, relationships, and communication - legal and ethical considerations, including creative credit and copyright, and cyberbullying - search techniques, how search results are selected and ranked, and criteria for evaluating search results - strategies to identify personal learning networks		- digital and non-digital media, and their distinguishing characteristics and uses - techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure - media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes - influences of digital media for the purpose of communication and self-expression	Entrepreneurship - role of entrepreneurship in designing and making products and services - market niche - branding of products, services, institutions, or places - pricing product/service, including decision to seek profit or break even - role of basic financial record-keeping and budgeting

Long Term Overview

Camille Wright
Gr.6
2025-2026

Curricular Competencies:	Defining - Identify key features or potential users and their requirements - Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed - Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments		- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task - Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use - Choose a design opportunity		- Identify how the land, natural resources, and culture influence the development and use of tools and technologies - Applied Design Process – Understanding context, defining, ideating, prototyping, testing, making, sharing. - Identify criteria for success and any constraints		
Arts Education							
Big idea:	1. Engaging in creative expression and experiences expands people’s sense of identity and community. 2. Artistic expressions differ across time and place.		1. Dance, drama, music, and visual arts are each unique language for creating and communicating. 2. Artistic expressions differ across time and place.		1. Experiencing art is a means to develop empathy for others’ perspectives and experiences.		
Units	All About Me/Book Marks/	Elements of Art & Line Art/ Dragon Eye	Christmas Snow Globe Van Gough/ Pop Art	Cultural Art/ Bunny Painting with Glue Paint	Chalk Pastel Daisies	Mothers Day Clay Art and Stitched Cards Puffy Paint Ice Cream Cones	Fathers Day Painted Pots and rocks
Content:	personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment		- traditional and contemporary Aboriginal arts and arts-making processes - drama: character, time, place, plot, tension, mood, focus, contrast		- visual arts: elements of design: line, shape, space, texture, colour, form, value; - symbolism and metaphor to explore ideas and perspective		

Long Term Overview

Camille Wright
Gr.6
2025-2026

	• notation in music and dance to represent sounds, ideas, movement, elements, and actions • visual arts: elements of design: line, shape, space, texture, colour, form, value; • principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony	• dance: body, space, dynamics, time, relations hips, form, and movement principles • a variety of dramatic forms • a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places	• image development strategies
Curricular Competencies:	• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences • Take creative risks to express feelings, ideas, and experiences • Express, feelings, ideas, and experiences through the arts • Experience, document and present creative works in a variety of ways	• Explore relationships between identity, place, culture, society, and belonging through the arts • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts • Reflect on works of art and creative processes to understand artists’ intentions • Interpret creative works using knowledge and skills from various areas of learning • Examine relationships between the arts and the wider world	• Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making • Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts • Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations • Describe, interpret and respond to works of art and explore artists’ intent

Long Term Overview

Camille Wright
Gr.6
2025-2026

			Interpret and communicate ideas using symbols and elements to express meaning through the arts		Demonstrate increasingly sophisticated application and/or engagement of curricular content	
Health and Career						
Big idea:	1. Leadership represents good planning, goal-setting, and collaboration. 2. Safe environments depend on everyone following safety rules. Health Ed Learning about similarities and differences in individuals and groups influences community health.		1. Our personal digital identity forms part of our public identity. 2. New experiences, both within and outside of school, expand our career skill set and options. Health Ed We experience many changes in our lives that influence how we see ourselves and others.		1. Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community. Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace. Health Ed Healthy choices influence our physical, emotional, and mental well-being.	
Units	Safety	Leadership/Goal Setting	Bullying and Stereotyping Healthy Relationships	Media Misconception/ Online identity	Community engagement/ Healthy Choices	Sexuality/ Puberty
Content:	Personal Development - goal-setting strategies - leadership - global citizenship		- technology in learning and working - problem-solving and decision-making strategies - cultural and social awareness - local and global needs and opportunities		- factors affecting types of jobs in the community - role of mentors, family, community, school, and personal network in decision making - volunteer opportunities	

Long Term Overview

Camille Wright
Gr.6
2025-2026

	Safety ● problem-solving and decision-making strategies ● cultural and social awareness ● basic principles for responding to emergencies	● volunteer opportunities Health Ed ● sources of health information ● consequences of bullying, stereotyping, and discrimination	Health Ed ● influences on food choices ● physical, emotional, and social changes that occur during puberty and adolescence ● influences on individual identity, including sexual identity, gender, values, and beliefs ● strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours
Curricular Competencies:	● Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices ● Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world ● Question self and others about the reciprocal relationship between self and community ● Set realistic short- and longer-term learning goals, define a path, and monitor progress ● Recognize the influence of peers, family, and communities on career choices and attitudes toward work	● Question self and others about how their personal public identity can have both positive and negative consequences ● Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options ● Explore volunteer opportunities and other new experiences outside school and recognize their value in career development ● Demonstrate safety skills in an experiential learning environment Health Ed ● Describe the impacts of personal choices on health and well-being ● Analyze health messages and possible intentions to influence behaviour	● Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments ● Use entrepreneurial and innovative thinking to solve problems ● Demonstrate leadership skills through collaborative activities in the school and community ● Apply project management skills to support career development Health Ed ● Describe and assess strategies for promoting mental well-being, for self and others ● Describe and assess strategies for managing problems related to mental well-being and substance use, for others

Long Term Overview

Camille Wright
Gr.6
2025-2026

	● Demonstrate leadership skills through collaborative activities in the school and community Health Ed ● Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations ● Explore strategies for promoting the health and well-being of the school and community ● Explore and plan food choices to support personal health and well-being	● Identify, apply, and reflect on strategies used to pursue personal healthy-living goals ● Explore and describe how personal identities adapt and change in different settings and situations ● Describe and assess strategies for responding to discrimination, stereotyping, and bullying ● Describe and apply strategies for developing and maintaining healthy relationships	● Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence ● Explore and plan food choices to support personal health and well-being
--	--	---	---