

*Jim has had a very successful start to his grade 6 year! He has adapted well to his move to Middle School has demonstrated through his responsible and polite behaviour when following our classroom routines and expectations. Jim is a social child who gains great satisfaction from interacting with his peers. At times, he needs reminders to focus on his work and to save chatting with friends for an appropriate time. Jim is a very active participant during classroom discussions. He also works well in collaborative groups and shows maturity in the way he actively listens to others. I look forward to working alongside Jim this year as he continues to share both his cheerful nature, and his thoughtful discussion comments within our classroom community. Please refer to Jim's SpacesEDU portfolio for Jim's Self-Reflection on the Core Competencies and his Goal Setting for term 2.*

**English Language Arts 6****Proficiency Level (Term) PRF****CURRICULAR COMPETENCIES:**

- *Apply appropriate strategies to comprehend written, oral, and visual texts, and extend thinking*
- *Construct meaningful personal connections between self, text, and world*
- *Respond to text in personal, meaningful, creative, and critical ways*
- *Exchange ideas and viewpoints to build shared understanding and extend thinking*
- *Understand how literary elements, techniques, and devices enhance and shape meaning*
- *Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation*

*Jim demonstrates the ability to listen carefully to others and to contribute his own ideas and perspectives in a polite and thoughtful way. He is consistently able to read and demonstrate understanding of grade level texts and uses wonderful expression when reading aloud. In his writing, Jim uses a wide range of vocabulary and shows awareness of his audience. His next step will be to ensure his sentence style is varied so that his writing maintains his reader's interest. Jim will also continue to strengthen his story writing by focussing on increasing the depth of his character's strengths and flaws. I look forward to reading more of Jim's imaginative stories this year.*

**Mathematics 6****Proficiency Level (Term) DEV****CURRICULAR COMPETENCIES:**

- *Use logic and patterns to solve problems and play games*
- *Estimate reasonably*
- *Apply multiple strategies to solve problems in both abstract and contextualized situations*
- *Use mathematical vocabulary and language to contribute to mathematical discussions*
- *Explain and justify mathematical ideas and decisions*
- *Reflect on mathematical thinking*

*This term, we have focused our learning around problem solving and especially on recognizing that there are often multiple correct strategies that can be used to solve a math question. Jim is currently growing in his understanding of the expected learning in Math for this time of year. Although Jim has shown growth in his ability to use mathematical language such as 'expression' and 'equivalent' when sharing his thinking, he is often quieter than usual during Math. Thus, Jim's area of focus is to use the tools provided to increase his confidence and accuracy in solving math questions such as '7x8' or '5 groups of 12'. Being able to complete such calculations with the use of number charts, arrays or calculators, will give him more confidence to approach problem solving questions without feeling intimidated or nervous.*

*Please refer to Jim's Individual Education Plan (IEP) for more information on his learning goals and progress.*

Science 6	Proficiency Level (Term) PRF
<p>CURRICULAR COMPETENCIES:</p> <ul style="list-style-type: none"> <li>• <i>Demonstrate a sustained curiosity about a scientific topic or problem of personal interest</i></li> <li>• <i>Decide which variable should be changed and measured for a fair test</i></li> <li>• <i>Observe, measure, and record data, using appropriate tools, including digital technologies</i></li> <li>• <i>Identify patterns and connections in data</i></li> <li>• <i>Evaluate whether their investigations were fair tests and suggest improvement to investigation methods</i></li> </ul> <p><i>This term we conducted investigations focused on Newton's Three Laws of Motion and the force of gravity.</i></p> <p><i>Jim is able to:</i></p> <ul style="list-style-type: none"> <li>- <i>isolate variables</i></li> <li>- <i>explain his proof that a test is fair</i></li> <li>- <i>track patterns in data and determine improvements to an investigation</i></li> </ul>	
Social Studies 6	Proficiency Level (Term) IE
<p>CURRICULAR COMPETENCIES:</p> <ul style="list-style-type: none"> <li>• <i>Use Social Studies inquiry processes and skills to -- ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</i></li> <li>• <i>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</i></li> </ul> <p><i>During this term, we have focused on media literacy and evaluating reputable sources. At this time, Jim has not provided sufficient evidence to determine a proficiency level for this subject area. Once more evidence has been provided, an appropriate proficiency level will be assigned.</i></p>	
Physical and Health Education 6.	Proficiency Level (Term) PRF
<p>CURRICULAR COMPETENCIES:</p> <ul style="list-style-type: none"> <li>• <i>Develop and demonstrate safety, fair play, and leadership in physical activities</i></li> <li>• <i>Participate in fundamental movement skills and develop understanding of game strategy for volleyball</i></li> <li>• <i>Analyze health messages and raise awareness of how others (media, businesses, peers) try to influence our decision making and behaviour</i></li> <li>• <i>Identify and describe strategies for avoiding and/or responding to potentially unsafe situations</i></li> </ul> <p><i>This term, Jim showcased consistent movement skills and strategy during our volleyball unit while showing fair play to others and demonstrating leadership among his peers. I encourage Jim to seek the opportunity to participate in the various sporting teams offered by our school.</i></p>	
Arts Education 6	Proficiency Level (Term)
<p><i>No performance level is provided for Arts Education - Arts Education, as our instructional time this term was spent with a primary focus on other curricular areas. Fine Arts - Arts Education will be covered in Term 2.</i></p>	

Arts Education 6: Music	Proficiency Level (Term)
<p><i>No performance level is provided for Arts Education - Arts Education, as our instructional time this term was spent with a primary focus on other curricular areas. Fine Arts - Arts Education will be covered in Term 2.</i></p>	
Applied Design Skills and Technology 6	Proficiency Level (Term) PRF
<p>CURRICULAR COMPETENCIES:</p> <ul style="list-style-type: none"> <li><i>Identify and use sources of information</i></li> <li><i>Develop a plan that identifies key stages and resources</i></li> <li><i>Test prototype of product, gather feedback, make changes, test again</i></li> <li><i>Evaluate product against criteria and explain how it contributes to individual, family, community and/or environment</i></li> </ul> <p><i>Jim and his team were fully engaged and focussed in designing, creating, testing, improving, and assessing their robot maze. Please see Jim's Spaces EDU account to watch a video of the robot in action.</i></p>	
Ways to Support at Home	
<ul style="list-style-type: none"> <li><i>Read daily for a minimum of 20 minutes. This can be a shared experience where family members take turns listening and reading aloud from a novel or other interesting piece of text, or it can be a time when Jim is independently silent reading.</i></li> <li><i>To support the development of Jim's mental math skills and confidence, please play daily Math games such as '31' or 'The Product Game'. The materials for these games have already been sent home, along with instructions for play.</i></li> </ul>	