

MATH PROGRAM– Cycle 3.2

Competency 1 – Solves A Situational Problem

A situation problem is a multi-step word problem in which the student is seeking to attain a goal for which a suitable course of action is not immediately apparent. There is not usually one right way to get the answer; there is not always one right answer as some tests involving choosing your own course of action with different numerical values, which will lead to different conclusions.

- The focus is on the organization and the steps involved when solving
- These problems usually have some type of constraint (time, money, etc.)
- They usually take 2-3 classes to complete
- The students *ARE* permitted to use calculators

Competency 2 – Uses Mathematical Reasoning

The mathematical concepts and processes involved in the following areas:

Arithmetic	Operations
Geometry	Measurement
Statistics	Probability

Types of evaluations that will be used throughout the year include:

Class Work	Observation
Quizzes	Assignments
Tests	Homework

Problem Solving:

An **application (word) problem** requires the student to focus on the meaning of arithmetic operations. The problem is translated into a mathematical sentence, and the students do the computation called for in that sentence. The strategies for solving these types of problems may vary; however there is usually only one correct answer. The students are **NOT** permitted to use calculators when solving application problems.

Some highlights of the math program for cycle 3:

- +, -, x, ÷ of whole numbers, decimals, and fractions
- Read, write, and represent whole numbers up to and greater than 1 million
- Decimal numbers up to 3 decimal places
- Reducing fractions and finding equivalent fractions
- Multiplying by 2 and 3 digit numbers
- Dividing by 2 digit numbers
- Converting between units of measurement (distance, mass, capacity)
- Area, perimeter, and volume
- Exponents and Order of Operations
- Relating fractions, decimals, and percent ($0.1=1/10=10\%$)
- Plotting and Coordinate Graphing
- Arithmetic mean (average)

- Transformational Geometry (reflections, translations)
- Number patterns and patterns in geometry (tessellations and friezes)
- 2D and 3D figures and their properties (polygons and polyhedra)
- Circles (diameter, radius, circumference)
- Angles (acute, obtuse, straight, and reflex)
- Circle, Line, and Bar Graphs
- Mental Math

Final Exam (10% of Final mark)

The final exam is given in late May and early June over the span of 1 week. **It is important that the students do not miss any days of school during this time.** Having said that, there will be days allotted for students who have missed a section of the exam.

The exam is broken down into sections that have yet to be determined as the ministry of education is still working out the finer details.

We will be using additional supplementary resources to enrich the math curriculum both at school and at home. These resources include:

Decimals Textbook	The concepts and practice problems in this workbook are very much aligned with the WQSB/QEP curriculum for cycle 3. It provides a solid base to acclimate students to the rigorous math language and problem solving skills required for the board and ministry assessments
www.ixl.com	This website is used in conjunction with our class curriculum as it follows the QEP and allows students to practice concepts covered in class.
www.mrdsdepository.weebly.com	This website is used to help further students' understanding of the daily concepts covered with videos and games.

If you have any further questions regarding the math program or some of its content, please feel free to contact me by email.

Respectfully,

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PHYSICAL EDUCATION PROGRAM– Cycle 3.2

Physical Education
Evaluated Competencies
<ul style="list-style-type: none">• Competency 1 - To perform movement skills in different physical activity settings.• Competency 2 - To interact with others in different physical activity settings.• Competency 3 - To adopt and healthy active lifestyle
A typical P.E. class will be structured in the following way:
<ul style="list-style-type: none">• Warm-Up (light jogging)• Tabata workouts for strength and endurance• Tag game/running/fitness activity• Skill games for the sport being taught• Cool down (breathing/relaxation/stretching/meditation)
Expectations
<ul style="list-style-type: none">• Students will be exposed to a variety of activities which are practiced independently, as well as collaboratively with partners or teammates.• Participation in warm-ups, fitness, games and sports• Proper footwear is mandatory for all indoor and outdoor classes. Please ensure your child's indoor running shoes have non-marking soles.• Please advise us if our child has any special limitations that we should be aware of, and/or provide a note if you feel there is some reason your child should not participate in Physical Education class on a particular day.