



**SECOND TERM CURRICULUM OUTLINE 2016-2017  
GRADE 6**

<p><b>LANGUAGE</b> (Mrs. Patterson)</p>	<p><b>Critical Thinking &amp; Reading</b></p> <p>Students will also participate in the Capstone Reading Program which fosters critical thinking skills, exposure to world social issues, and teaches in depth various forms of text; narrative, factual, fictional, persuasive, and expository. Some of the topics that will be covered include; Nelson Mandela, White Water Rafting, Heroes, and Women Adventurers.</p> <p><b>Literature Study – ‘Tuck Everlasting’ by Natalie Babbitt</b></p> <p>Students will read about an interesting family and their secret. This story involves themes such as adolescence, family, secrets, love, compassion, running away, and more. Throughout the unit, students will be drawing upon the novel to focus on several areas of the language curriculum, including grammar, spelling and vocabulary, creative writing, and reading comprehension. Students will participate in activities that involve reading response journals, symbols, feeling vs. saying, art, writing letters, travel brochure, favourite beliefs, figurative language, co-operation, poetry, current events reporting, comparing, making decisions, debating, time lines, making a difference, research, elements of a story, assessments, culminating tasks, oral reading, etc</p> <p><b>Poetry</b></p> <p>Throughout the school year, students will study contemporary and classic poetry. The content will focus on literal comprehension, sequence, word meanings, context clues, inferences, main ideas, and supporting details. Students will learn many poetic terms and forms. Poets will also be examined and students will learn to write a biography. For each lesson, students will be poets</p>
---	--

	<p>themselves, and create and share their own poetry.</p>
<p><b>GRAMMAR</b> (Mrs. Patterson)</p>	<p>Elements of grammar will be intertwined with the literature studies, however supplementary resources are necessary to teach specific parts of speech and grammatical elements.</p> <p>The main grammatical components taught are:</p> <p>A) parts of speech (noun, verb, adjective, adverb, preposition, pronoun, conjunction, interjection)</p> <p>B) parts of the sentence (subject, predicate, clauses, and kinds of sentences)</p> <p>C) punctuation (period, quotation marks, commas, colons, semi-colons, hyphen, and parentheses)</p>
<p><b>SPELLING</b> (Mrs. Patterson)</p>	<p>New vocabulary is derived from the language units as well as the Glencoe Language Arts Series so students have a context in which to learn new words. Students use a variety of reference material including dictionaries, thesauruses, guide words, and difficult word lists. As goal is for students to learn how to spell the word, learn it's meaning, understand it's part of speech and be able to use it in their writing. Assessments are typically presented on a weekly basis.</p>
<p><b>MATHEMATICS</b> (Mrs. Patterson)</p>	<p>Students will be working from the Saxon Math program. In addition to this the program will be enriched using resources from the Jump Math program,. Lastly students will also be given a weekly opportunity to work on 'Math Games' that will be provided online for the students to not only use at school but at home as well.</p> <p>Each Saxon lesson will follow a similar setup, which will include a 3 tier system. First students will be involved in a 'Power Up', which helps students reinforce basic math skills and lead the student to the proper frame of mind. The second part will be the 'lesson', in which a new concept is presented to the student. Here we will work on practice problems as a class, as well as examine different strategies to solve the problems. Finally students will be assigned written practice, which will test the concepts that the student</p>

	<p>has learned during the lesson. Students will be assessed on their mathematical skills throughout the term, both formally and informally, and will also be graded on completion of their daily homework.</p> <p>Units throughout the year will vary but include everything from algebra, data analysis, geometry and advanced problem solving.</p>
<p><b>SOCIAL STUDIES</b> (Mr. Rodayan)</p>	<p><b>Canada and World Connections: Canada and its Trading Partners</b></p> <p>Students identify and describe Canada’s economic, political, social, and physical links with the U.S. and other regions of the world. We will use a variety of inquiry methods and research tools to investigate the importance of international connections for Canada’s well-being and influence in the world. Students will identify current international issues that concern Canada, and describe Canada’s response to them.</p>
<p><b>SCIENCE</b> (Mr. Rodayan)</p>	<p>Unit 3: Biodiversity</p> <p>The study of living things will focus on the use of classification systems as ways of learning about the great diversity of species and as ways of organizing the study of species. Particular attention is given to the classification of organisms in the animal kingdom. Classifying animals not only will enable students to learn about many different types of animals, from mammals to microscopic organisms, but also will help them to observe and describe similarities and differences among species more precisely. To acquire first-hand experience in studying the diversity of living things, students will examine and classify organism in a specific habitat such as a forest.</p> <p>Unit 4: Electricity</p> <p>Unit two will be the study of electricity. Three main objectives in this unit are: electrical safety, conversion of mechanical and/or chemical energy into electrical energy and vice versa, and basic electronic circuits. The students will construct and design series and parallel circuits with a variety</p>

	of components such as motors, lamps, switches and relays.
<b>ART</b> (Mrs. Becke)	The visual art program will consist of creating both two and three dimensional pieces including drawing, painting, sculpting, photography, and more. The program is designed to help students develop their creativity and communication through visual images. Students will create art through various themes and with the use of various tools, materials, and techniques. They will also focus on specific artists throughout the year as well as create artwork based on the season or holiday. Students will have an opportunity to share their masterpieces at the Showcasing the Arts during the second term.
<b>PHYSICAL EDUCATION</b> (Mr. Henderson)	Throughout the second term, students will be focusing on the following: -low organized games -co-operative play activities -beep tests -fitness boot camp -strength, speed, and agility training  -volleyball skills, drills, and games -ball hockey skills, drills, and games -tossing and catching games -badminton skills, drill and games
<b>MUSIC</b> (Mr. Kudera)	The curriculum is divided into three main sections: choral, rudiments and instrumental. Choral selections will be taught throughout the year. The repertoire will vary from unison pieces to part singing such as SA, SSA, SAB, etc. (arrangements will be modified to the voices available). Students will be required to select an instrument by the first week of October. Instrumental classes will be held on the second music class of the week. Rudiments will begin immediately and last throughout the year. The material taught in rudiments classes is equivalent to Basic Theory as outlined by the Royal Conservatory of Music (RCM). Students wishing to write the RCM theory examination will have an opportunity to write the exam in May.  Term II (Rudiments) o Minor scales

	<ul style="list-style-type: none"><li>o Simple Time</li><li>o Chords</li><li>o Finding the key of a Melody</li><li>o Transposition</li><li>o Music Analysis</li></ul>
<b>HEALTH &amp; PEOPLE SKILLS</b> (Mrs. Becke)	<p>In the second term, students will explore the units of Substance Use, Addictions, and Related Behaviors and Human Development and Sexual Health. In the Substance Use, Addictions, and Related Behaviors unit, students will describe the range of effects associated with using cannabis and other illicit drugs and use decision-making strategies and skills and an understanding of factors influencing drug use. In the Growth and Development Unit, students will identify factors that affect the development of a person’s self-concept and describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence. Students will assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes.</p>

<p><b>FRENCH</b> (Mr. Rodayan)</p>	<p>Grades sixes will explore the following skills and have them reinforced throughout the modular approach to the (<b>entire</b>) year:</p> <ul style="list-style-type: none"> <li>- Use of simple and complete sentences (oral, writing)</li> <li>- Appropriate vocabulary (oral, writing)</li> <li>- Recognizing and writing in different forms: dialogues, paragraphs, letters (reading, writing)</li> <li>- Produce simple and structured responses to reader texts (oral, reading, writing)</li> <li>- Continue to develop strategies to make meaning and sense of unfamiliar words (listening, reading)</li> <li>- Clear and confident [rehearsed] presentations (oral, listening)</li> </ul> <p>Unit Two: <i>Prêts pour l'aventure!</i></p> <p>Students explore the topic of active living by talking about excursions and activities that they can do in different parts of Canada. The message of the module allows for the class to explore the idea that there are activities that suit the interests of all students! As a cumulative project, the class will work together to form a book of travel pamphlets in an attempt to promote an excursion of their own creation. Prior to the production of the book, students will present their leaflets and explain their excursions in a French oral presentation. The class will review and comment on each presentation and collaborate to decide on the design of their production!</p> <p>Full and concise project guides will be reviewed in class as well as sent home and posted to my website. (Under Homework/ Tests/ Projects)</p>
<p><b>COMPUTERS</b> (Mr. Kudera)</p>	<p>During this term, students will add to their knowledge of spreadsheet design and structure in Microsoft Excel. They will also learn multiple graphing techniques and will learn lookup tables. Students will also be covering the fundamentals of digital photography and will learn how to digitally edit to enhance their pictures.</p>
<p><b>DRAMA</b> (Ms. Sweet)</p>	<p>In drama class, students will be applying different elements and conventions of drama to communicate feelings, ideas and stories. They will apply the critical analysis process to communicate ideas and feelings in response to a variety of</p>

drama works and experiences. They will also learn about a variety of drama and theatre forms, traditions and styles from the past and present, and their socio-cultural and historical contexts.

Throughout the second term students will engage in dramatic games, improvisation, monologues, and dance. They will continue to work on their script writing skills and have an opportunity to try out different roles in creating a production (director, writer, actor, set designer, costume designer, music director, etc.) Students will also be rehearsing for the Spring concert.