



Term I Outline - Grade 6

<p>Language (Mrs. Patterson)</p>	<p>Literature Study - 'Twenty One Balloons' by William Pene du Bois</p> <p>Students will engage in a classic tale of travel and adventure. This story involves themes such as individuality, cooperation, curiosity and personal growth. Throughout the unit, students will be drawing upon the novel to focus on several areas of the language arts, including grammar, spelling and vocabulary, creative writing, and reading comprehension. Students will participate in activities that involve oral reading, reading response journals and cumulating tasks that develop deeper understandings of characterization, elements of a story, plot structure, point of voice and persuasion.</p> <p>Media Literacy</p> <p>Students will learn how to think critically about media messages, particularly visual media messages. Students are subjected to thousands of mediated images each day and they tap into their emotions, purport to portray reality, and shape our behaviour. Students will make thoughtful, informed decisions about media and shape a new, questioning relationship with media. During this unit, students will be exploring media literacy through propaganda, media in the past, billboards, print advertisements, radio, television, music, videogames, internet, packaging, and magazines. The unit is based on the underlying message that media-literate people are armed with tools that have the power to change media.</p> <p>Poetry</p>
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	<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 themselves, and create and share their own poetry.</p>
<p>Spelling (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>Grammar (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: A) parts of speech (noun, verb, adjective, adverb, preposition, pronoun, conjunction, interjection) B) parts of the sentence (subject, predicate, clauses, and kinds of sentences) C) punctuation (period, quotation marks, commas, colons, semi-colons, hyphen, and parentheses)</p>
<p>Mathematics (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.</p>

	<p>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 has learned during the lesson.</p> <p>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>Social Studies (Mr. Rodayan)</p>	<p>Early European Explorers</p> <p>Students will investigate the motivating factors for early European exploration and the prevailing attitudes of the explorers. We will also examine the positive and negative effects of interactions between European and First Nation peoples, from the first Viking contact to the time of permanent European settlement. Students will learn about several Explorers and examine the routes in which they travelled, learn about their hardships, their successes, the types of boats, the navigation tools they used, etc. Students will also learn about reading maps. Overall students will describe the motivations and attitudes of the European Explorers. Students will use a variety of resources and tools to investigate different historical points of view. This unit will begin in the first term and carry over to the second term.</p>
<p>Science (Mr. Rodayan)</p>	<p>Unit 1: Astronomy</p> <p>The students will gain a better understanding of our place in the vast universe. We will begin our exploration by studying Earth's closest celestial neighbor – our moon. We will then venture out into our solar system and study the planets, asteroids, comets, and the dwarf planets. After our tour of the solar system, the students will explore our own Milky Way galaxy, the local group and beyond.</p> <p>It is important for the students to also recognize the impact of space exploration technologies on our daily lives; new materials and microprocessors. They will end</p>

	<p>the unit by discussing ethical and/or moral practices of current space exploration.</p> <p>Unit 2: Flight</p> <p>In this unit, the students will study properties of air (e.g. it has mass, exerts pressure, etc.). After recognizing some of these properties, the students will learn basic laws of fluid dynamics such as Bernoulli's Principle and apply it the design of a flying or gliding object.</p> <p>Other principles of flight such as thrust, drag, lift, and gravity will be explored with the use of model airplanes and helicopters.</p>
<p>Visual Art (Mrs. Becke)</p>	<p>This term, Grade 6s will focus on creating both 2D and 3D works of art inspired by a variety of artists, including Miyazaki, Basquiat and calligraphy artists. The art programs designed to help students express their creativity and different viewpoints on society and the world through a variety of themes, materials and techniques.</p>
<p>P h y s i c a l E d u c a t i o n (M r . H e</p>	<p>Low organized Cooperative Games: full participation, understanding of rules, developing team play and strategies, developing strong sportsmanship and fair play attitudes.</p> <p>Soccer: static and non- static stretching, development of specific skills passing, dribbling and shooting. Playing modified games to reinforce skills. Playing mini sided games, 1v1, 2v1, to develop lots of touches. They will play full sided games to experience team tactics.</p> <p>Ultimate Frisbee: Skill development, eye hand coordination, skills passing and playing mini sided games to develop lots of touches. They will also play full sided games to experience team tactics.</p> <p>Fitness: Fitness boot camp where cardiovascular development will be implemented with strength and core exercises.</p> <p>Basketball: Manipulation skills- throwing, development of specific skills catching, passing, passing, dribbling and shooting. Playing modified games to reinforce skills.</p>

n d e r s o n)	Playing mini sided games, 1v1, 2v1, to develop hand-eye coordination skills.
<p style="text-align: center;">Music (Mr. Kudera)</p>	<ul style="list-style-type: none"> • review of tones, semitones, and whole tones • musical terms referring to tempo and dynamics • writing major scales using accidentals and key signatures • identifying and writing major triads • instrumental music
<p style="text-align: center;">HEALTH & PEOPLE SKILLS (Mrs. Becke)</p>	<p>This term in health, Grade 6 students will be focusing two of the four major health strands:</p> <ul style="list-style-type: none"> - Personal Safety & Injury Prevention: students will learn the benefits of positive social interactions and how to apply both personal and interpersonal skills to create positive relationships and to manage conflict. They will also learn about and develop their understanding of their responsibility and what it means at home, at school, and in the community. - Substance Use, Addiction & Related Behaviours: students will be learning about the use of illicit drugs and alcohol and how these items affect the decision making ability of those who are using. We will also be learning about addiction supports and how to use a variety of strategies to make good choices regarding illicit and intoxicating substances.
<p style="text-align: center;">French (Mr. Rodayan)</p>	<p>Grade sixes will explore the following skills and have them reinforced throughout the modular approach to the (entire) year:</p> <ul style="list-style-type: none"> - Use of simple and complete sentences (oral, writing) - Appropriate vocabulary (oral, writing) - Recognizing and writing in different forms: dialogues, paragraphs, letters (reading, writing) - Produce simple and structured responses to reader texts (oral, reading, writing) - Continue to develop strategies to make meaning and sense of unfamiliar words (listening, reading)

	<ul style="list-style-type: none"> - Clear and confident [rehearsed] presentations (oral, listening) <p>Unit One: <i>Mes amis, ma vie!</i></p> <p>An introductory unit where students have the opportunity to collect and share information with classmates about themselves (personal preferences, favourites and experiences). Students also explore the authentic topic of inclusiveness by talking about their friends, the activities that bring friends together and the importance of supporting friends. The module sends the message that everyone is unique while encouraging acceptance and embracing difference. The culminating project will be a 'Friends Tree' mapping out their friendships of choice and offering each student the opportunity to share with the class their own experiences with these relationships.</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>Drama (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 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 first term students will engage in dramatic games, improvisation, monologues, and dance. They will be reading scripts as well as writing and presenting scripts.</p>
<p>Computers (Mr. Kudera)</p>	<p>Unit 1: Internet Safety</p> <ul style="list-style-type: none"> - navigating safely on the internet - determining the validity of websites - securing passwords - logging into various accounts including personal folders on our local network <p>Unit 2: Microsoft Office (part I)</p> <ul style="list-style-type: none"> - intermediate level formatting and editing in Word - creating hyperlinks within a Word document - applying advanced techniques (e.g., narration and automated kiosk) in Power Point

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