



Term I Outline - Grade 6

<p>Language (Ms. Murphy)</p>	<p>Literature Study - 'A Wrinkle in Time' by Madeleine L'Engle Students will engage in a classic tale of adventure and the fight between good and evil through light and darkness. This story involves themes such as social conformity, death and truth. 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 culminating tasks that develop deeper understandings of characterization, elements of a story, plot structure, point of voice and persuasion. Students will be working on interactive notebooks in connection with the novel study and bridge gaps between literary devices and real world situations.</p> <p>Media Literacy 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 Throughout the school year, students will study contemporary and classic poetry. The content will focus on literal comprehension,</p>
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	<p>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>Project Based Learning</p> <p>The students will be completing an ongoing project that connects real-world issues and ideas. The students will have a voice and choice in their project discussing, “how can we create an accessory (bracelet, necklace, etc.) that promotes mindfulness or helps with students who struggle with anxiety?” We will be focusing on designing, manufacturing, marketing, selling and distributing and the process involved with each process.</p>
<p>Spelling (Ms. Murphy)</p>	<p>New vocabulary is derived from the language units as well as the Spectrum 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 (Ms. Murphy)</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>Mathematics (Ms. Murphy)</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</p>

	<p>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 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 (Ms. Murphy)</p>	<p>Communities in Canada, Past and Present</p> <p>Students will assess contributions to Canadian identities made by various groups and communities, including First Nations, Metis, and Inuit communities. Students will investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities in Canada. Students will demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities.</p>
<p>Science (Ms. Murphy)</p>	<p>Unit 1: Biodiversity</p> <p>Because all living things are connected, maintaining biodiversity is critical to the health of the planet. Students will learn that biodiversity includes diversity among individuals, species and ecosystems. Through observations of a specific habitat and the classification of organisms, students will have a first-hand opportunity to appreciate the diversity of living things while recognizing roles and interactions of individual species within the whole.</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. Adamson)</p>	<p>Throughout this term students will learn a variety of techniques. We will focus on a specific artist that encapsulates the genre and create a piece of influenced by that specific artist. This term will focus on:</p> <p>Pop Art - Andy Warhol. Focus on contour lines, variations of colour and use of mixed media.</p> <p>Pointillism - George Seurat. Students will be assessed on technique and proper use of media.</p>
<p>Media Arts (Mrs. Becke)</p>	<p>Media Arts is a subject that focuses on teaching students about different genres of literature, as well as helping them learn to appreciate all types of literature. In Term I, students will learn about the following topics:</p> <ul style="list-style-type: none"> - learning the rules and routines of the Media Arts Centre. - how to find, sign out and reshelve books in the Media Arts Centre. - using Destiny Discovery. - using and sharing resource lists. - book talks. - writing & posting book reviews.
<p>Physical Education (Mr. Fretz)</p>	<p>In term one physical education, students will focus on activities and games to promote and develop movement skills and concepts as well as encourage independence and group teamwork.</p> <p>The fundamental movement skills will relate to stability, locomotion, and manipulation. Students will take part in organized games and sports to develop and increase their body awareness, spatial awareness, movement direction(e.g., forward, backwards, sideways, diagonal, up, down, left, right), level (e.g., high, medium, low), pathway (e.g., zigzag, straight, curved, wavy), plane (e.g., frontal, horizontal, vertical, sagittal) and extensions (e.g., near, far).</p> <p>In term one, students will be participating in many kinds of group organized games including unique games played around the world. Students will also develop soccer, cross country, ultimate frisbee and european handball skills.</p>
<p>Music (Mr. Kudera)</p>	<p>Term I</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>HEALTH & PEOPLE SKILLS (Mr. Fretz)</p>	<p>Students will take part in the Healthy Eating and Personal Safety/Injury Prevention units in term one.</p> <p>Healthy Eating: Students will identify influences, benefits and guidelines of healthy/active eating.</p> <p>Personal Safety and Injury Prevention: In this unit students will explore safe and positive social interactions, conflict management, responsibilities and safety practices to ensure care for self and others.</p>
<p>French (Mme Israil)</p>	<p>The French program in grade 6 will continue to build upon previous skills while introducing new age appropriate skills. Students will review the conjugations of regular “ER & IR” and irregular verbs in the present tense. This term, students will have the opportunity to review their skills and apply them in more complex situations. A focus on reading, writing and oral activities will allow students to demonstrate mastery of their skills. A thematic approach to vocabulary will include holidays & celebrations, healthy habits and school. These skills will be reinforced throughout the school year.</p>
<p>Drama (Ms. Khilnani)</p>	<p>This term, we will focus on role play, dramatic context and perspective. This class will incorporate warm-up games and reflection for each unit. We will build on these skills using a variety of individual and group activities. These skill-sets will continue to be applied into the second term.</p>
<p>Computers (Mr. Kudera)</p>	<p>Term I</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: Google Suite (part I)</p> <ul style="list-style-type: none"> ● intermediate level formatting and editing in Word ● creating hyperlinks within a document ● applying advanced techniques (e.g., narration and automated kiosk) in Slides