



Term II Outline - Grade 6

<p>Language (Ms. Murphy)</p>	<p>Critical Thinking & Reading</p> <p>Students will complete a critical thinking and 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.</p> <p>Literature Study – Young Man with a Camera</p> <p>Students will read Young Man with a Camera. A picture is worth a thousand words - with a unique photographic format, a stunning original voice, and a provocative portrayal of bullying. This story involves themes such as bullying and social justice. Students will participate in activities that involve reading response journals, symbols, feeling vs. saying, art, writing letters, photo essay, 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>Short Stories</p> <p>Throughout the school year, students will study a variety of short stories ranging in genres. The content will focus on literal comprehension, word meanings, context clues, inferences, main ideas, and supporting details. Authors will also be examined and students will learn to write a biography. For each lesson, students will be authors themselves, and create and share their own short stories.</p>
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<p>Spelling (Ms. Murphy)</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 bi-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. Students will utilize the grammar resource Language Power Now to showcase their learning.</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 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 in the second term will encompass concepts including algebra, data analysis, geometry and advanced problem solving.</p>

<p>Social Studies (Ms. Murphy)</p>	<p>People and Environments: Canada’s Interactions with the Global Community</p> <p>Students will explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena. Grade 6 students will investigate some global issues of political, social, economic and environmental importance, their impact on the global community, and responses to the issues. They will describe significant aspects of involvement of Canada and Canadians in some regions around the world, including the impact of this involvement.</p>
<p>Science (Ms. Murphy)</p>	<p>Unit 3: Electricity and Electrical Devices</p> <p>Students will evaluate the impact of the use of electricity on both the way we live and the environment. Students will also investigate the characteristics of static and current electricity, and construct simple circuits. The grade six students will demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.</p> <p>Unit 4: Space</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 the unit by discussing ethical and/or moral practices of current space exploration.</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>Cubism - Pablo Picasso. Students will be assessed on technique and proper use of media.</p> <p>Artist of Choice - Students will have the opportunity to pick an artist as a whole class to focus on.</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"> - writing & posting book reviews. - non-linear literature. - blackout poetry. - classics.
<p>Physical Education (Mr. Fretz)</p>	<p>In term two physical education, students will further develop movement skills through the participation in a variety of games and sports. Students will continue to use leadership and teamwork skills developed in first term to complete and take part in term two physical education activities.</p> <p>Students will continue to use the fundamental movement skills identified in term one to take part in organized games and sports. Students will develop volleyball, track and field, basketball, ball hockey, badminton and softball skills.</p>
<p>Music (Mr. Kudera)</p>	<p>Term II</p> <ul style="list-style-type: none"> ● instrumental music continues ● miscellaneous musical terms ● introduction to minor keys and how they are related to major keys ● writing and performing percussion ensemble
<p>Health and People Skills (Mr. Fretz)</p>	<p>In term two, students will discuss the defects of cannabis, and illicit drugs. They will explore substance use, addictive behaviours and strategies to make safe choices in the Substance Use, Addictions and Related Behaviours. Students will also take part in the final Human Development & Sexual Health unit, in which they will learn about the development of self-concept and an understanding of puberty changes and healthy relationships. Students will address decision making in relationships as well as appropriate ways of responding to and changing stereotypes and assumptions.</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</p>

	<p>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 communicating emotions, explore a variety of cultural texts with a focus on traditions, and also examine the role of drama within a community. This class will continue to incorporate warm-up games and reflection for each unit. We will build on these skills using a variety of individual and group activities.</p> <p>The Shakespearean play that will be focused on this term is <i>The Tempest</i>.</p>
<p>Computers (Mr. Kudera)</p>	<p>Term II</p> <p>Unit 3: Google Suite (part II)</p> <ul style="list-style-type: none"> ● creating reference cells in spreadsheets ● sorting tables ● introduction of operators ● applying global formulas ● creating and analyzing graphs <p>Unit 4: Computer Programming</p> <ul style="list-style-type: none"> ● review of Python language fundamentals ● using the input, if and loop functions