

GRADE 6 GUIDELINES THROUGH THE YEAR

Dear Parent:

This is an 'overview' of our goals for this year. It also informs you, the parent, as to some of the work/strategies we hope to accomplish this year. It is grouped as in the report card, to help you see how the work is broken down.

Grade 6: The last year of elementary school, as well as the last year of this cycle. It is the culmination of what has been learned throughout their years in elementary school. It is preparation to the next level in their academic learning.

LANGUAGE ARTS: -use of a variety of different books/media/ templates

1) Uses language to communicate and learn.

- Using different genres to:
 - i) State point of view
 - ii) Defend point of view
 - iii) Express feelings
 - iv) Use inferencing

2) Reads/listens to spoken/written and media texts

- Using different genres and media (book, novel, poster, online, poetry, narrative, etc.)
 - i) Understands theme
 - ii) Notice different persuasive actions/meanings
 - iii) Understands why certain media work for certain things better than others
(egs: billboards, videos, letters, etc...)
 - iv) Understand narrative, response, poetry features and characteristics
 - v) Theme, plot, setting, point of view, mechanics, author's purpose (through discussion/reading)

3) Produces written and media texts:

- i) Reviewing grammar, sentence structure, run-on sentences
- ii) Audience (who are we writing for?) Difference text modeling

- iii) Dialogue
- iv) Paragraphing
- v) What is 'important' to story
- vi) Peer editing
- vii) Why is revision important?
- viii) Using template 'story arc' ...rising action, problem, climax, end
 - *beginning: setting, characters
 - *problem
 - *events that follow
 - *climax is reached
 - * falling action
 - *resolutions (ending)

Strategies:

- On board make the arc...with sticky notes...place on arc...different events in proper place on board, ..to model.
- Story organizer templates
- Story arc template
- Think-pair-share
- reading strategies (re-read, find meaning in text, ask questions, etc..)

MATH: USING DECIMAL MATH books, and math binder with application and situational problem-solving.

1) Solves a situational problem:

- i) Understanding the problem
- ii) What is asked?
- iii) What methods will we need to use?
- iv) Breaking it down into steps.
- v) Modeling different problems

2) Uses Mathematical reasoning;

- i) understanding mathematical concepts:
 - multiplication/division/addition/subtraction
 - rounding
 - exponential notation
 - interpreting data using various graphs
 - fractions/decimals/percentage and their relationship
 - predicting outcome
 - order of operations
 - division/multiplication with a decimal
 - surface area/volume/ perimeter
 - integers
 - geometry
 - units of measure

TOOLS and STRATEGIES

- * hands-on when possible (use of manipulatives)
- * use of visuals and images
- * differentiate learning methods/strategies
- * ask student to explain their understanding/ideas
- * for problem solving... incorporate 'storytelling' to make connections to real-world scenarios.
- * modeling problem-solving
- * breaking down the steps.
- * chart templates
- * give feedback early on
- * LOTS OF MODELINGS

G.H.C. E

- * Canadian geography on map (provinces/territories/capitals/ capital city of Canada/oceans/continent)
- * Changes over the years in Canada/Quebec
- * diverse societies/territories/cultures/terrains
- * World current events

Books:

- * What in the World? (up-to-date current events)
- * Waypoints (book by MEQ for this course)

Aids: Maps/modeling/discussion/

SCIENCE and Technology:

1) Proposes explanations:

- * explains how/why things work
- * recognizes different materials used in objects
- * explains chemical changes in properties (salt in water, bouncy, etc..)
- * predicts outcomes

2) Makes the most of science/ technology

- * planning of work
- * implementation of procedures
- * readjustment of procedure
- * handling of objects, etc.
- * knowing safety rules
- * carries out an experiment
- * use of scientific method

3) Communicates in scientific language

- *production of explanations or solution
- *use of terminology, rules, conventions
- *explaining hypotheses and results

Books and what is covered:

- Complete Science Smart: includes, Material world/ Earth and Space, Living things
(includes experiments)
 - i) Specific conditions needed in their environment to grow (mold...using 3 variables)
 - ii) Air takes/does not take/ up space...using balloons/plastic jugs/variables
 - iii) How slow moving air exerts more pressure than fast-moving air (hair dryer/ping pong ball)
 - iv) Two objects of different weights will/will not /fall at same speed
 - v) How satellites stay in orbit (small buck/handles, and water)

*Natural Disasters : Earth Sciences

(includes some experiments and research projects)

- Make a tornado in a bottle
- Make an exploding volcano

ERC:

1) Reflects on ethical questions:

Using: Situational dilemmas pertinent to them

Peer Pressure

Identity (sexuality, self-worth, etc..)

Dangers online

Drug abuse

Stereotypes

2) Engages in dialogues

*able to express their opinions and views in a safe environment

*able to defend their view

*able to recognize other's views

3) Demonstrates understanding of phenomenon of religion;

- Different cultures/different worlds...notice differences in beliefs, practices, and buildings.
- Symbols of major religions

French

This program is oriented towards developing both the oral and written abilities in French.

At the end of Cycle III, a student should be able to:

- understand spoken French
- express him/herself fluently respecting oral communication conventions

- read easily and understand written French at level O [échelle Fountas and Pinnell](#) or 26 échelle de Clay.
- compose texts that will show comprehension and application of grammar rules taught since Cycle 1
- evaluation: In line with the Quebec Education Program the children will reflect on their learning through self-evaluation. Their competencies in learning French will be evaluated through self evaluation, testing & projects.

Text: "Guillemets 4 et Texto 4"

Daily plan is posted in Google Classroom under -L'ordre du jour

Cycle: 3 It is a new grouped cycle that will continue to spiral and grow in unity and academic ability.