

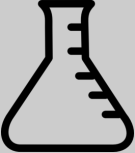








	Language Arts	Math	Science	Social Studies	Music	Visual Art	Drama (term 1) Dance (term 2)	Phys Ed	French
									
Term 1	<p>We will summarize texts, generate ideas and organize ideas using graphic organizers. We will use the reading assessment DRA to inform instruction and generate groupings.</p> <p>A Personal recount will be the first major writing assignment followed by a narrative. The writing process will be stressed to the students and it will be their job to continually monitor their progress towards the end goal. Meaningful interactions with a wide variety of texts will be done through independent and guided reading. The students will also explore multiple perspectives through reading, writing and a read aloud.</p> <p>In oral communication we will focus on purposeful talk and active listening. A spelling program will be implemented to encourage proofreading and the use of conventions.</p>	<p><u>Problem Solving—UPSET</u> Understand, Plan, Solve, Examine, Tell)</p> <p><u>Number Sense & Numeration</u> Whole numbers (exploring multiples, prime and composite numbers, order of operations, multiplying and dividing). Students will also use a variety of mental strategies to solve problems involving whole numbers.</p> <p><u>Patterning & Algebra</u> Describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations</p> <p><u>Data Management</u> Collect and organize data and display the data using charts and graphs, including continuous line graphs</p> <p><u>Measurement</u> Students will estimate, measure and record quantities using the metric system</p>	<p><u>Understanding Life Systems</u></p> <p>Our focus will be on biodiversity and the connections within our environments. We will explore the human impact on ecosystems and learn the classifications of living things.</p> <p><u>Understanding Structures and Mechanisms</u></p> <p>This unit will explore the concept of flight. We will examine different types of flight and how they work with reference to the properties of air.</p>	<p><u>Heritage and Identity</u></p> <p>We will explore the impacts of immigrants, communities, and regions within Canada, in the past and present. We will also examine the various perspectives within Canada and how they affect each other, change, and adapt.</p>	<p><u>Big Ideas for Instrumental Music</u> -Read and create musical notation</p> <p>Use the elements of music to perform</p> <p>Use the critical analysis process and the creative analysis process to communicate ideas, feelings and responses to music and musical experiences</p> <p>Play/sing a variety of music from different styles and periods</p> <p>Compare some aspects of music of one culture with another culture or historical period</p>	<p><u>Big Ideas:</u> 2- 3 dimensional works of art</p> <p>Elements of Design: Line, Colour, Value, Shape, Form, Space Principle of Design: Balance</p>	<p><i>Drama Term 1 only</i></p> <p><u>Big Ideas:</u></p> <p>Develop or extend understanding of the following concepts through participation in drama experiences using the elements of drama: role/character, relationship, time and place, tension, focus and Emphasis</p> <p>Role-play</p> <p>Use an element of drama to create a character and manipulate that character using different elements</p>	<p><u>Active Living</u> i.e., cooperative games, safety, fitness</p> <p><u>Healthy Eating</u> Influences Guidelines and the Canada Food Guide Benefits</p> <p><u>Personal Safety and Injury Prevention</u> Positive social interactions Conflict management Safety practices</p>	<p>There is a new French curriculum being implemented this school year across Ontario. The emphasis has changed from both English and French being acceptable languages of communication to having French be the only language of communication in the classroom for both the teacher and students.</p> <p>The goal of the curriculum is to have all students acquire the skills necessary to eventually speak spontaneously with teachers and peers in the target language.</p>
Term 2	<p>During our second term the students will focus on persuasive writing, report/procedural writing as well as expository writing. The students will also have an opportunity to write a speech and present it in front of the class.</p> <p>Closer to the end of the year we will touch on poetry and read and write our own poems. We will take a long look at issues related to social justice, equity and fairness. This will be done through literature circles and reading opinions.</p>	<p><u>Geometry & Spatial Sense</u> Students will learn how to construct polygons and angles and sketch and construct three-dimensional figures.</p> <p><u>Number Sense & Numeration</u> Students will solve problems involving multiplication and division of whole numbers and addition and subtraction of decimal numbers to thousandths. They will read, represent, compare and order whole numbers, decimals, improper fractions and mixed numbers. They will describe the relationship between percent, ratio and unit rate.</p> <p><u>Measurement</u> Students will learn how to calculate the area of a parallelogram, the volume of a triangular prism and the surface area of a triangular prism.</p> <p><u>Probability</u> Students will determine the theoretical probability of an outcome or experiment and use it to predict the frequency of an outcome</p>	<p><u>Understanding Matter and Energy</u> Our focus will be on electricity and electrical devices. Students will explore the basic concepts of electricity, build simple circuits, and look into the impact of electricity in our environment.</p> <p><u>Understanding Earth and Space Systems</u> We will be identifying components in our local solar system, as well as explore the various bodies in space. We will also examine the cost and impact of space exploration.</p>	<p><u>People and Environments</u></p> <p>We will expand our view and examine how Canada contributes on a global scale. We will learn about the various communities and issues affecting the world and how Canada is involved in the international arena.</p>	<p><u>Big Ideas:</u></p> <p>Explore musical genres from the past and present and their socio-cultural and historical context</p> <p>Respond to musical performances</p> <p>Create musical compositions</p> <p>Identify how music is affected by culture and the media</p> <p>Participate in musical performances</p>	<p><u>Big Ideas:</u></p> <p>Explore forms and cultural contexts of various art</p> <p>Explore personal experiences and relationships through art</p>	<p><i>Dance Term 2 Only</i></p> <p><u>Big Ideas :</u> Develop or extend an understanding for the elements of dance through participation in various dance experiences, with particular emphasis on body, space, time, energy, and relationship</p> <p>Use materials and props for exploration of rhythm</p> <p>Guided improvisation</p>	<p><u>Substance Use and Addictions</u> Effects of illicit drugs Addictive behaviours and signs Strategies for safe choices</p> <p><u>Growth and Development</u> <i>*A letter with specific information will be sent home prior to this unit being taught</i></p> <p>Puberty The reproductive organs problem-solving/ decision-making process to address issues related to friends, peers, and family relationships.</p>	<p>Lessons and activities are specifically taught to students with supporting language structures and vocabulary in order to allow communication in only French.</p> <p>The new French curriculum in Ontario is following the framework that many European countries have adapted and have found to be quite successful in making students functionally bilingual. If you have any questions or concerns, please contact Mme DeVincenzis at the school.</p>

KCPS CURRICULUM NIGHT - Grade 6

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what the learning skills look like for students in the JUNIOR division (Grades 4—6)

Adapted from: <http://www.yrdsb.ca/Students/MySkills/Pages/Learning-Skills.aspx>

Responsibility: <ul style="list-style-type: none">Do I complete my tasks and homework on time?Do I follow class/school routines without reminders?Do I complete tasks accurately and with care?Do I hand in work on time?Do I take ownership of my words and actions?Am I focused on the classroom work without reminders?Am I in school every day and on-time?	Initiative: <ul style="list-style-type: none">Am I willing to try something/ take risks?Do I ask for extra help from the teacher or peers?Do I put in my BEST effort and follow through?Do I begin work right away?Do I help classmates?Can I use a variety of strategies when solving a problem?
Organization: <ul style="list-style-type: none">Do I use my agenda/blog etc to keep track of Information?Am I prepared for class?Do I use the classroom/on-line resources consistently?Can I follow steps to achieve a goal?Can I keep my personal space organized so I can find things easily?	Self-Regulation: <ul style="list-style-type: none">Do I monitor my own behaviour inside and outside of the classroom?Can I express myself appropriately?Do I make goals, write them down and try to achieve them?Do I ask for help when needed?Can I recognize my strengths and weaknesses?
Independent work: <ul style="list-style-type: none">Do I follow the oral/written instructions given by the teacher without reminders?Do I stay on task during class time?Do I use the learning goals and success criteria posted in class?Do I always submit my BEST work?Do I use classroom resources without prompts?Do I use the feedback provided by the teacher to improve my work?	Collaboration: <ul style="list-style-type: none">Am I respectful of other peoples' opinions and ideas?Do I complete my own share of the work?Am I participating actively in class by asking or answering questions?Can I resolve conflicts positively?Do I work through challenges with an open mind?Do I assume different roles when doing group work, such as leader, encourager and contributor?

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards:
Progress Report– Nov, Term 1—Feb, Term 2—June
For Parent guides go to:
<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.

Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.

Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.

Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
KNOWLEDGE & UNDERSTANDING	Demonstrates thorough knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates limited knowledge and understanding of content
THINKING	Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness	Uses planning, processing and critical/creative thinking skills with considerable effectiveness	Uses planning, processing and critical/creative thinking skills with some effectiveness	Uses planning, processing and critical/creative thinking skills with limited effectiveness
COMMUNICATION	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness
APPLICATION	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with limited effectiveness