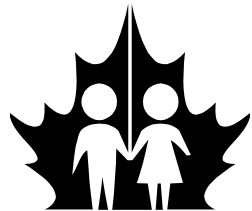

Curriculum Overview

Grade 6

The Grade 6 program is designed to prepare the students for their entry into the intermediate elementary program at The Maples. Over the next year, students will be challenged to ensure that their full academic capability is reached. They will acquire the skills necessary to work independently to produce quality, organized work. This document is an overview of the curriculum to which your child will be exposed. The Maples Curriculum is designed to enhance the Ontario Ministry of Education curriculum expectations.



The Maples

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Visual Arts

Knowledge of Elements

- describe how the repetition of elements is used to create rhythm
- describe how two-point perspective is used to create the illusion of depth

Creative Work

- produce two- and three-dimensional works of art
- organize their art works to communicate ideas, using at least one of the principles of design specified for this grade

Critical Thinking

- describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect
- explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design

Drama and Dance

The drama and dance curriculum is intended to help students to develop an understanding and appreciation of drama and dance, as well as the ability to create works using the forms, elements, and techniques of these two disciplines.

- demonstrate understanding of ways of sustaining appropriate voice or character
- identify and describe examples of balance, harmony and contrast in drama and dance productions
- create dances, using steps and positions borrowed from a variety of dance forms
- produce a short script using a variety of technologies

Values

The Values curriculum is a school-wide program with the following components:

Social Skills

The *Working It Out* program is designed to help students develop the knowledge, skills and behaviours needed to address everyday conflicts constructively and peacefully.

Character Education

"Values Character Development"

- Dealing With Disappointment
- Dealing With Feelings
- Doing the Right Thing
- Resolving Conflicts
- Saying No

Service Project

Students will organize a Christmas food drive to collect donations for the local food bank.

World Religion

Students will study the fundamentals of the Hindu and Buddhist faiths.

Social Studies

Heritage and Citizenship –

Aboriginal Peoples and European Explorers

- describe the ways in which Canada is connected to the rest of the world through trade
- identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world
- describe Canada's connection to the United States and at least one country from another region of the world

Canada and World Connections –

Canada and Its Trading Partners

- identify ways in which the environment molded Canadian Aboriginal cultures
- identify early explorers and describe their impact on the development of Canada
- demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today

Physical and Health Education

Students will participate in individual and team sports and games designed to promote good sportsmanship, leadership, respect for rules and cooperation with others. Skills are developed in volleyball, floor hockey, basketball, downhill skiing, track and field, soccer, three pitch softball and cooperative games.

Health topics include

- *Healthy Eating*
 - explain how body image and self-esteem influence eating practices
- *Personal Safety and Injury Prevention*
 - identify people and community agencies that can assist with personal safety and injury prevention
- *Growth and Development*
 - describe the four stages of human development (infancy, childhood, adolescence, and adulthood)
- *Substance Use and Abuse*
 - identify the major harmful substances found in tobacco and explain the term addiction

Music

The instrumental music program is designed with the following student learning objectives:

Technique

- progressively more difficult band pieces of classical, jazz, ethnic and popular natures

Rhythmic Elements

- sixteenth notes and syncopated rhythms

Melodic Elements

- moving to selections with an ambitus of greater than an octave in several parts

Content

- professional arrangements of material

Students are expected to show responsibility in setting up and implementing a regular home practice routine.

English

The Grade 6 program is designed to develop a range of essential skills in reading, writing, and oral and visual communication. A solid foundation in spelling and grammar; an appreciation of literature and skills in using oral language accurately and effectively are developed through

- exposure to a wide variety of reading material including: basal readers, novels, fiction and non-fiction short stories, newspapers, magazines, poetry, songs and plays
- responses to literature through writing, oral presentations, discussion, and drama
- spelling and grammar lessons
- daily silent and oral reading
- creative writing activities
- public speaking
- presentation of supplementary novel activities

Novels studied in grade 6 are selected from, but not limited to, the list below. An evaluation of both the readers' interests and comprehension skills are considered when novels are chosen.

Holes	Eric Wilson author study
Tuck Everlasting	Gary Paulsen author study
Pinballs	Copper Sunrise
Sweetgrass	The Book of Three
Devil on My Back	My Name is Paula Popowich
Call It Courage	The Great Gilly Hopkins
From the Mixed Up Files of Mrs. Basil E. Frankweiler	

French

Oral Communication, Reading and Writing

- participate in dialogues about familiar topics and listen to and talk about short oral texts
- ask and answer simple questions using complete sentences
- use appropriate pronunciation, liaison, intonation and language in familiar contexts
- participate in a variety of reading situations
- Identify the main idea and a few supporting details
- write sentences and questions that contain learned vocabulary
- use and spell the vocabulary appropriate for this grade level

Grammar, Language Conventions and Vocabulary

- agreement of the partitive article (*du, de la, de l', des*) with nouns
- expressions with *faire*
- imperative forms of known verbs (e.g. *chantons, arrêtez*)
- possessive adjectives (*mon/ma/mes; ton/ta/tes; son/sa/ses*)
- conjunctions (*mais, et, parce que/parcequ'*)
- common adverbs
- use of basic sounds and their related spelling patterns in French (e.g. *beau/chaud/aujourd'hui*)

Mathematics

The mathematics curriculum is organized into five major areas of knowledge and skills.

Number Sense and Numeration

- recall multiplication and division facts to 12x12 and 144÷12
- understand simple fractions
- add, sort, multiply and divide decimals and fractions
- round numbers to nearest tenth, hundredth and thousandth
- know the four basic operations (+, -, x, ÷) with whole numbers
- estimate answers to arithmetic questions
- use sets of equivalent fractions

Geometry and Spatial Sense

- recognize and describe geometric shapes (e.g. triangle)
- construct circles when given radius or diameter
- recognize and describe the characteristics between objects that are identical, similar and different
- create patterns using flips, slides and turns
- draw images of real objects
- symmetry: line, rotational, translational
- sketch three-dimensional figures, and construct three-dimensional figures from drawings

Measurement

- recognize that a metre is 100 cm.
- estimate and measure lengths using metric units
- estimate and measure perimeter, area and volume
- understand time, including the 24-hour clock
- recognize relationships between grams and kilograms
- find the mass of common objects
- solve problems requiring conversion from larger to smaller metric units (e.g., metres to centimetres, kilograms to grams, litres to millilitres)

Patterning and Algebra

- identify patterns in the surrounding world
- record data in tables and graphs
- create number patterns involving whole numbers
- describe patterns in material from other subject areas (art, social science, etc.)
- demonstrate an understanding of different ways in which variables are used

Data Management and Probability

- read and construct bar graphs, pictographs, etc.
- explain the meaning of terms related to surveys and graphs
- can predict that some events will occur more frequently than others, e.g. board games
- make decisions based on observation of the frequency of occurrence of events
- explain how different scales used on graphs can influence conclusions drawn from the data

Science and Technology

Students are given opportunities to “experience” and learn about the wonders of science and the world around them.

Life Systems

Diversity of Living Things

- classification systems
- characteristics of vertebrates and invertebrates
- identify inherited and learned characteristics
- compare the characteristics of different kinds of arthropods

Matter and Materials

Properties of Air and Characteristics of Flight

- characteristics of gravity
- sources of propulsion
- design, construct and test a flying structure
- recognize that gravity does not depend on the presence of air

Energy and Control

Electricity

- design and construct a variety of electrical circuits
- relationship between electricity and magnetism
- different types of switches
- compare the characteristics of current and static electricity

Structures and Mechanisms

Motion

- different kinds of motion (linear, rotational, reciprocating, oscillating)
- simple levers
- ways of reducing friction

Earth and Space Systems

Space

- characteristics of the solar system
- features of the moon's surface
- recognize major constellations

Science Week

- students will complete a research project and will participate in a centre-based activity day designed to promote interest in the various fields of Science

Computer Education

The use of computers is encouraged and implemented in all subject areas. Computer use includes

- **Keyboarding** - increase speed and accuracy
- **Word Processing** - use search, find and replace facilities
- **Graphics** - cut, paste and modify graphics
- **Spreadsheets** - apply spreadsheet terminology
- **Multimedia** - use a presentation tool as a part of a curricular assignment (i.e., PowerPoint)
- **Accessing Information** - select the electronic source which appears most appropriate for a specific task
- **Electronic Communications** - recognize the need to validate information obtained from the internet