

ENGLISH LANGUAGE ARTS CURRICULUM OVERVIEW - GRADE 6

As prescribed by the Manitoba Education and Training English Language Arts Framework, there are five general learning outcomes that serve as the foundation for the English Language Arts curriculum. Each outcome is to be achieved through a variety of reading, writing, listening, viewing, speaking and representing experiences. The students will read, write, listen, speak, view and represent to:

- Explore thoughts, ideas, feelings and experiences
- Comprehend and respond personally and critically to oral, literary, and media texts
- Manage ideas and information
- Enhance the clarity and artistry of communication
- Celebrate and build communities

Although each of the six components of language arts below are referred to separately, in reality they are almost always integrated. For example, it would be very rare that students would be reading without also writing, speaking and / or representing their responses.

READING

Such as....

- | | |
|----------------------|----------------------|
| -Lit Circles | - encyclopedias |
| -Independent Reading | - internet |
| -Literature Response | - expository |
| -Novel Study | (informational text) |
| -Fiction | |
| -Non-fiction | |
| -Poetry | |

WRITING

- Pre Writing** - *such as...*Brainstorming, modeling, quick write, organizes
 - Drafting** - selecting forms, such as memoirs, essays, reports, poems paragraphs, stories
 - Revision - conferencing...such as..** peer, teacher, self
 - Proof reading / Editing** - applying conventions, **such as** spelling, grammar, punctuation
 - Going Public** - *such as....*Literacy Magazine (The Howler), Portfolio, Gallery Walks / Bulletin Boards Assembly
- **See NOTE below

LISTENING

Such as....

- Read Aloud
- Conferencing
- Listening for Information
- Directed Listening
- Peer discussions

VIEWING

Appreciation:

Such as....

- picture books
- theatre

Information:

Such as....

- presentations
- maps
- webs / mind maps

REPRESENTING

Interpretation:

Such as....

- games
- scrapbooks
- illustrations
- graphs
- charts
- picture books
- mind mapping
- webbing
- posters
- sketches
- models
- dioramas

SPEAKING

-Formal

Such as....

- debating
- speeches/presentations
- reader's theatre
- drama
- choral

- Informal

Such as....

- conferences
- book talks
- sharing

ASSESSMENT

Assessment and learning are ongoing processes. A balance of a wide variety of assessment techniques will allow students to demonstrate their understanding. Assessment will be outcome based.

NOTE** Not all writing assignments will necessarily involve each of these steps listed above. As a result, not all writing will necessarily be graded or corrected for mechanics every time.

Mathematics Curriculum Overview – Grade 6

Henry G. Izatt Middle School implements the math curriculum as prescribed by Manitoba Education and Training. Specific outcomes are unique to each grade level, and follow a learning continuum from year to year. The attached overview is specific to grade 6 and highlights those concepts that will be **introduced and/or reinforced** within this grade level.

The curriculum not only develops concepts, but also encourages the development of creative and logical thinking skills, problem-solving strategies, and data analysis skills. Students learn in a variety of ways; which may include the use of manipulatives, technology, and projects to make math meaningful and relevant to a variety of learning styles. Teaching will move from simple to complex and from concrete to abstract, and will be structured to support each student's needs and abilities.

As in all subject areas, assessment in math takes a variety of forms. The goal of diagnostic assessment is to identify areas which need focus for individual students or groups of students. Formative assessment provides information about learning and progress on a continuous basis. Summative assessment is designed to test student learning and retention over a specific set of outcomes.

At Henry G. Izatt, it is our goal to foster a positive attitude toward mathematics. The ability to communicate and reason mathematically is valued, allowing students to develop life-long mathematical literacy.

Statistics and Probability

Collection of Data

Such as:

- *develops questions for investigation
- *designs and uses surveys
- *conducts experiments
- *discusses effect of bias, sample size and collection methods on data

Display

Such as:

- displays data in a variety of ways including histograms, double-bar graphs, and stem and leaf plots

Analysis

Such as:

- *makes inferences and conclusions including a description of smallest/largest values, frequency median and patterns
- *makes comparisons between sets of data

Probability

Such as:

- *through experimentation, calculates theoretical probability and compares theoretical with experimental probabilities

Number Concepts and Operations

- *estimates, reads, writes numerals greater than and including thousandths up to numerals greater than one million
- *uses numbers 1-100 to find multiples, factors, composites, primes, common multiples, lowest and greatest common multiples, greatest common factor and prime factorization
- *represents, demonstrates, and describes meaning of fractions, decimals, ratio, percent, integers and mixed numbers
- *solves problems that involve addition, subtraction, multiplication and division of decimals to thousandths
- *uses a variety of problem-solving methods/strategies to solve problems with multiple solutions

Patterns and Relations

- *constructs and represents patterns to find relationships, make predictions, create rules/expressions to extend patterns
- *through the use of models and diagrams investigates equality
- *solves equations using pre-algebra strategies with one unknown

Space and Shape

- *demonstrates understanding of measurement concepts including the calculation, demonstration and estimation of perimeter, area, surface area and volume of polygons and rectangular prisms
- *identifies, compares, sketches, estimates, and measures angles
- *sorts, classifies 2-D shapes; sketches 3-D solids
- *creates, slides, flips 2-D designs on a coordinate grid
- *uses conversions among metric units to solve measurement problems

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding. All assessment will be outcome based according to Manitoba Education descriptions.

SCIENCE CURRICULUM OVERVIEW - GRADE 6

To develop scientific literacy, student learning experiences will incorporate the essential aspects of science and its related applications. The Grade 6 Science curriculum emphasizes the following foundations:

- nature of science and technology
- science, technology, society and the environment
- science and technological skills and attitudes
- essential science knowledge
- unifying concepts (integration into other subject areas)

Diversity of Living Things:

- Describe various kinds of classification systems used in everyday life
- Identify the five kingdoms commonly used for the classification of living things
- Recognition of vertebrates and invertebrates
- Identify the contributions of scientist and naturalists who have increased our understanding of living things

Flight:

- Identify adaptations that enable living things to propel themselves through fluids
- Identify four forces of flight
- Uses and applies Bernoulli's Principle, flight forces and design features to construct, adapt and modify a plane design
- Identify milestones in the history of air travel

Electricity:

- Explain the pros and cons of static and current electricity
- Experiment with a variety of materials as insulators and conductors
- Use a design process to construct an electrical current
- Use the design process to construct a magnetic field using electromagnets
- Identify renewable and non-renewable source of electrical energy and discuss advantages and disadvantages of each

Exploring the Solar System:

- Recognition the position of the sun and planets within our solar system
- Explain the cycle of day / night and how the Earth's tilt and revolution cause seasons
- Identify Canadians who have contributed to the Space Sciences
- Identify technological devices that help humans learn more about the Earth and Space

Assessment:

Assessment is an ongoing process and is outcome based according to Manitoba Education descriptors.

PHYSICAL EDUCATION / HEALTH CURRICULUM OVERVIEW

The Kindergarten to Senior 4 Physical Education / Health Education Manitoba Curriculum builds on a foundation that unites the two subject areas, physical education and health education.

The aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

There are five general student learning outcomes that serve as the foundation for the approved Physical Education / Health Education curriculum. They are:

Movement

- The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

Fitness Management

- The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Safety

- The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries.

Personal and Social Management

- The student will demonstrate the ability to develop self understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

Healthy Lifestyle Practices

- The student will demonstrate an ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Students are expected to acquire both KNOWLEDGE and understanding as well as acquire and apply SKILLS in the above area. The student learning outcomes have been designed to support an integrated approach among other subject areas. Curricular connections with other subject areas are strongly encouraged.

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding.

Movement:

- Demonstration, knowledge and application of skills.
- Knowledge and application of rules, sport specific terminology, and game strategies.

Fitness/Personal Management:

- Knowledge of fitness concepts
- Principles of Training/Reflection
- Personal Activity Record
- Fitness Circuit Training
- Fitness Relay

Safety:

- Knowledge and application of set rules and routines for safe participation and use of equipment in selected physical activities (personal safety, equipment safety, change of clothing and footwear for safety, changeroom routines etc.)

Social Management:

- Sportsmanship
- Fair play

SOCIAL STUDIES CURRICULUM OVERVIEW - GRADE 6

The goal of Social Studies enables students to acquire the skills, knowledge and values necessary to understand the world in which they live, engage in active democratic citizenship, respect the diverse perspectives of our nation, and to contribute to the betterment of our society.

Citizenship

The students will engage in:

- Active democratic citizenship
- Citizenship for the future
- Citizenship in a global context
- Environmental citizenship

Canada – Confederation (1867) to present

The students will:

- Acquire knowledge and understanding of Canadian history and geography
- Understand and fulfill their rights as Canadian citizens
- Understand and respect the principles of Canadian democracy
- Understand and respect the wide range of diverse perspectives within the many cultural groups in Canada

Social Studies Skills

The students will acquire skills for:

- Active democratic citizenship
- Managing ideas and information
- Critical and creative thinking
- Communication skills

Grade 6 Clusters

1. Building a Nation (1867-1914)
2. An Emerging Nation (1914-1945)
3. Shaping Contemporary Canada (1945-present)
4. Canada Today: Democracy, Diversity, and Influence of the Past

Assessment

Assessment and learning are ongoing processes. There is balance in a wide variety of assessment techniques to allow students to demonstrate their understanding. Assessment is outcome based and will use Manitoba Education descriptors.

HENRY G. IZATT MIDDLE SCHOOL



We at Henry G. Izatt Middle School believe that homework provides students with opportunities to:

- deepen understanding relative to the content presented in the classroom
- practice skills learned in the classroom
- develop independent thinking and research skills
- foster initiative, self-discipline, work and study habits, effective time management and personal responsibility

Student responsibilities include:

- use of the school agenda
- novel and content reading
- the completion of quality assignments
- project research and writing
- preparation for tests and exams
- extending and elaborating knowledge beyond grade level standards
- completing work missed due to absences
- communication with both parents and teachers

Parent responsibilities include:

- ongoing communication with the school
- the establishment of a consistent schedule for completion of homework
- encouraging student to complete quality assignments
- fostering student ownership of tasks
- monitoring school agenda as required

Staff responsibilities include:

- ongoing communication with the student and the home
- articulation of the purpose of the assignments
- balance, coordination and flexibility with all teachers of the grade level team
- feedback on completed homework
- encouragement of parental involvement

At the beginning of the school year, each grade level team will inform parents of their expectations relative to:

- amount of homework
- procedures for incomplete assignments
- communication