

## Grade 6 Overview

Grade 6	How we express ourselves	How the world works	Who we are	Sharing the planet	Where we are in place and time	How we organize ourselves
Topic Timeline	Media	Sky Science	Human Body	Energy	Civilizations	Trade
Central Idea	6 weeks (Sept 1 <sup>st</sup> – Oct 10 <sup>th</sup> 2019)	8 weeks (Oct 13 <sup>th</sup> – Dec 20 <sup>th</sup> 2019)	5 weeks (Jan. 5 <sup>th</sup> – Feb. 6 <sup>th</sup> 2020)	6 weeks (Feb. 9 <sup>th</sup> – Mar. 18 <sup>th</sup> 2020)	7 weeks (Apr 5 <sup>th</sup> – May 21 <sup>st</sup> 2020)	4 weeks (June 1 <sup>st</sup> – June 25 <sup>th</sup> 2020)
Key Concepts	The media influences our thinking and decision making	Technology enables people to understand and explore the outer space	Effective interactions between human body systems contribute to health	The need for energy sparks innovation and creative problem solving.	Ancient civilizations contributed to modern day societies	Economies depend on the ability to produce goods and supply services that can be exchanged.
Related Concepts	Function, Perspective, Responsibility	Form, function, connection	Function, connection, responsibility	Change, causation, responsibility	Form, change, connection	Causation, connection, responsibility
Lines of Inquiry	Form, communication, decision	Space, technology, exploration	Systems, interdependence	Transformation, energy, innovation	Civilization, innovation, progress	Trade, fairness
Learner Profile	1- The purpose of media advertisement 2- Different perspectives when interpreting and creating media 3- Making informed decisions in response to media	1- The solar system and the space. 2- Technological tools that people use to explore the space. 3- Future of space exploration.	1- Major body systems and how they function 2- Interdependence between body systems 3- The impact of our choices on our health and others'	1- Transforming and converting energy from one way to the other 2- Impact of our use of energy on the environment 3- Innovative ways to create energy while conserving natural resources	1- How do civilizations begin 2- Ancient inventions and how they contributed to modern ones 3- How civilizations influenced each other and still influence modern societies	1- The availability of resources affects economy 2- Distribution of wealth 3- How economies connect countries and societies
Approaches to Learning	Balanced, reflective, open minded	Risk taker, thinker	Balanced, reflective	Principled, caring, communicator	Knowledgeable, Inquirer	Principled, reflective
Subject Focus	Communication skills Self-management skills	Research skills Thinking skills	Self-management skills Research skills	Research skills Thinking skills	Social skills Research skills	Self-management skills Social skills
Genre	English, Arts, Music	English, Math, Art and S.S	English, Science, Math, Art	ELA, Math, Science, S.S, Art	English, SS, Science, Math, Art	English, Math, Social Studies, Art
Language Arts	Persuasive (Units 1 & 9)	Narrative and Persuasive (Unit 3)	Narrative (Unit 2)	Informative (Units 3 & 5)	Informative (Units 4 & 8)	Persuasive & Opinion (Units 7 & 10)
Spelling Strategies	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>* Speaking with interviewees and being able to write the key points from spoken information</li> <li>* Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</li> </ul> <p><b>Writing Workshop</b></p> <p><b>Form: Interview:</b> Create an interview to gather information regarding a specific topic or to get more information about a person/group of people</p> <ul style="list-style-type: none"> <li>* <b>Headline</b> for the interview</li> <li>* Write a <b>fact file</b> about the interviewee</li> <li>* Draft <b>2 short answer</b> questions</li> <li>* Draft <b>4 long answer</b> questions</li> <li>* Conduct the interview</li> </ul> <p><b>Form: Article:</b> Use knowledge of the audience to write or create content that will better persuade the target audience</p> <ul style="list-style-type: none"> <li>* <b>Introduction:</b> hook the reader with a clearly stated opinion</li> <li>* <b>Reasons</b> to support your opinion, include details and facts to support each reason</li> <li>* <b>Conclusion:</b> restate your opinion; summarizing the important ideas</li> </ul> <p><b>Persuasive Language:</b></p> <p><b>Vocabulary &amp; Grammar:</b> personal pronouns, adverbs, adjectives, rhetorical questions, connectives, alliteration, modal verbs</p> <p><b>Punctuation:</b> colon, semi colon, dashes, brackets and parenthetical commas</p> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>* <b>Determine Author's Purpose:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</li> <li>* <b>Summarize:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul> <p><b>Conventions</b></p> <p><b>Grammar</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>* <b>Persuasive punctuation:</b> colon, semi colon, dashes, brackets and parenthetical commas</li> </ul> <p><b>Sentences:</b></p> <ul style="list-style-type: none"> <li>* Sentence length and structure</li> <li>* Complex sentences (main &amp; subordinate clauses)</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>* Suffixes (different endings, same pronunciation)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>* Persuasive words</li> <li>* Word origins and derivations</li> </ul>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>* Determine the main ideas and supporting details of a text read aloud or information presented orally</li> <li>* Include multimedia components and visual displays in presentations when appropriate and to enhance the development of main ideas or themes.</li> </ul> <p><b>Writing Workshop</b></p> <p><b>Form: Fact File</b></p> <p>Write a short paragraph, combining narrative, fact, and opinion about a visit to NASA or Mars.</p> <p><b>First,</b> find out information from a website and note some facts and figures.</p> <p><b>Second,</b> write a recount about your visit, saying:</p> <ul style="list-style-type: none"> <li>» where you went (narrative)</li> <li>» what you did (narrative)</li> <li>» what you learnt (facts)</li> <li>» what you thought (opinion)</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>* Develop note-taking to extract key points and to group and link ideas</li> <li>* Explicit Info in Non-Fiction Text</li> <li>* <b>Summarize:</b> using key details</li> </ul> <p><b>Conventions</b></p> <p><b>Grammar</b></p> <p><b>Punctuation and Parts of Speech:</b> Different language for different texts</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>* Same sounds but different spelling (ck, k, ke, que)</li> <li>* Unstressed vowels</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>* Shades of meaning</li> <li>* Making new words with prefixes and suffixes</li> </ul>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>* Include multimedia components and visual displays in presentations when appropriate and to enhance the development of main ideas or themes.</li> <li>* <b>Tell</b> a story, or <b>recount</b> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> </ul> <p><b>Writing Workshop</b></p> <p><b>Form: Story (Sci – fi, Mystery)</b></p> <ul style="list-style-type: none"> <li>* Establish a situation and <b>introduce</b> a narrator and/or characters; <b>organize</b> an events sequence</li> <li>* Use <b>dialogue</b> and <b>description</b> of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</li> <li>* Use <b>temporal words</b> and phrases to show event order</li> <li>* Provide a sense of <b>closure</b> to the story</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>* Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> <li>* Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ul> <p><b>Figurative Language:</b> Explore how poets manipulate and play with words and their sounds</p> <p><b>Conventions</b></p> <p><b>Grammar</b></p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>* Colons and semi colons</li> <li>* Speech marks</li> <li>* Dashes and brackets</li> </ul> <p><b>Parts of Speech:</b></p> <ul style="list-style-type: none"> <li>* Connectives</li> <li>* Modals</li> <li>* Adjectives</li> </ul> <p><b>Sentences:</b></p> <ul style="list-style-type: none"> <li>* Simple, compound and complex sentences</li> <li>* Relative clauses</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>* Homophones</li> </ul>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Organization of ideas</li> <li>Expression and explanation of ideas</li> </ul> <p><b>Writing Workshop</b></p> <p><b>Informative writing:</b> Introduce a topic clearly, group related information in paragraphs and sections, include formatting (headings), illustrations and multimedia when useful.</p> <ul style="list-style-type: none"> <li>* Clearly state purpose of piece in the introduction and provide an outline of the structure</li> <li>* Develop the topics with facts, definitions, concrete details, quotations or other information and examples related</li> <li>* Link ideas within categories of information</li> <li>* Use precise and domain-specific language</li> <li>* Write a concise conclusion which summarizes information provided</li> </ul> <p><b>Short research project:</b> Build knowledge through investigation of different aspects of a topic:</p> <ul style="list-style-type: none"> <li>* Use a variety of resources to gather the required information</li> <li>* Use evidence from resources to write informative pieces</li> <li>* Use a reference list to show resources used</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>* <b>Draw Conclusions:</b> Use clues from the text and what they know to tell about the text.</li> <li>* Identify Explicit Information in Non-Fiction Text</li> <li>* Cause and effect</li> </ul> <p><b>Conventions</b></p> <p><b>Grammar</b></p> <p><b>Punctuation, Parts of Speech, Sentences:</b> address the common mistakes that you have observed in the first month</p> <p><b>Word Study:</b> Address the common mistakes that you have observed so far</p>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>* Presenting ideas</li> <li>* Determine the main ideas and supporting details of a text read aloud or information presented orally</li> </ul> <p><b>Writing Workshop</b></p> <p><b>Form: Letter... Argue; for or against?</b></p> <p>In each paragraph, state your point of view in the first sentence and then support it with an example, story or evidence.</p> <p><b>Introduction:</b> I am writing to ....., In my view ....., In my opinion ....., Here are my reasons...</p> <p><b>First point;</b> Firstly, to begin with For example, I know this because</p> <p><b>Further points:</b> Secondly, thirdly In addition, moreover, what is more</p> <p><b>Conclusion:</b> In conclusion, finally</p> <p><b>Signing off:</b> Yours faithfully</p> <p><b>Form: Information Leaflet</b></p> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>* Develop note-taking to extract key points and to group and link ideas</li> <li>* Explicit Info in Non-Fiction Text</li> <li>* <b>Summarize:</b> using key details</li> </ul> <p><b>Conventions</b></p> <p><b>Grammar</b></p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>* Commas</li> <li>* Apostrophes</li> <li>* Direct speech</li> </ul> <p><b>Parts of Speech:</b></p> <ul style="list-style-type: none"> <li>* Connectives</li> <li>* Verbs</li> <li>* Active and passive verbs</li> </ul> <p><b>Spelling and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>* Prefixes and suffixes</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>* Spelling patterns (sounds of o, ow, uh, or)</li> </ul>	

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Central Idea	6 weeks (Sept 1 <sup>st</sup> – Oct 10 <sup>th</sup> 2019)	8 weeks (Oct 13 <sup>th</sup> – Dec 20 <sup>th</sup> 2019)	5 weeks (Jan. 5 <sup>th</sup> – Feb. 6 <sup>th</sup> 2020)	6 weeks (Feb. 9 <sup>th</sup> – Mar. 18 <sup>th</sup> 2020)	7 weeks (Apr 5 <sup>th</sup> – May 21 <sup>st</sup> 2020)	4 weeks (June 1 <sup>st</sup> – June 25 <sup>th</sup> 2020)
Art	<p>The media influences our thinking and decision making</p> <p><b>Digital Art</b> Posters Logos</p> <p><b>Drawing</b>  Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control</p> <p><b>Painting</b>  Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects</p> <p>Posters Logos</p>	<p>Technology enables people to understand and explore the outer space</p> <p><b>Drawing</b> Discover how line could convey movement and rhythm</p> <p><b>Painting</b> * Paint from observation * Explore the relationship between how things feel and how they look</p> <p>1- Use their understanding of scaling, area and ability to use the compass to draw the planets</p> <p>2- Create a piece of art while learning to recognize geologic and atmospheric features of solar system objects.</p> <p><a href="https://www.jpl.nasa.gov/edu/teach/activity/art-the-cosmic-connection/">https://www.jpl.nasa.gov/edu/teach/activity/art-the-cosmic-connection/</a></p> <p><b>Construction</b>  Use their geometrical understanding of polygons and triangles to create rocket ships.</p>	<p>Effective interactions between human body systems contribute to health</p> <p><b>Drawing</b> Draw from observation</p> <p><b>Painting</b> * Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects * Explore color with a variety of color drawing instruments, media and technique</p> <p><b>1- Bodies in Motion</b> <b>2- Optical Illusion art</b></p> <p><a href="http://artisansdesarts.blogspot.com/2012/05/optical-illusions-grade-56.html">http://artisansdesarts.blogspot.com/2012/05/optical-illusions-grade-56.html</a></p> <p><a href="http://thebackartroom.global2.vic.edu.au/2015/07/05/grade-6-optical-illusion-drawing/">http://thebackartroom.global2.vic.edu.au/2015/07/05/grade-6-optical-illusion-drawing/</a></p> <p><b>Construction</b> * Explore and experiment with the properties and characteristics of materials in making structures * Make drawings from observation to analyze form and structure</p> <p>1- Build a skeleton model 2- Create a 3D model of the lungs</p>	<p>The need for energy sparks innovation and creative problem solving.</p> <p><b>Digital Art:</b> <a href="#">Sustainability Posters</a></p> <p><b>Construction</b> Explore and experiment with the properties and characteristics of materials in making structures</p> <p><b>Recycled Art</b> <a href="#">Recycled Bottle Art</a> <a href="#">Recycled Robots</a></p>	<p>Ancient civilizations contributed to modern day societies</p> <p><b>Drawing</b> * Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control * Draw imaginative themes using inventive pattern and detail</p> <p>1- Drawing ancient maps 2- Ancient wall drawings and writing 3- Costume design</p> <p><b>Clay;</b>  Create ancient buildings using their understanding of 3D shapes and measurement, using paper and clay.</p> <p><b>Fiber and Fabric;</b> Design an ancient costume</p>	<p>Economies depend on the ability to produce goods and supply services that can be exchanged.</p> <p><b>Digital Art:</b> * Making digital posters <a href="#">Poster love</a></p>
Math Timeline	14 weeks (September 1 <sup>st</sup> to December 20 <sup>th</sup> )		10 weeks (January 5 <sup>th</sup> to March 18 <sup>th</sup> )		11 weeks (April 5 <sup>th</sup> to June 25 <sup>th</sup> )	
Math	<p><b>Numbers</b> * Place value to millions * Square numbers * Prime and composite numbers * Mental strategies for addition and subtraction * Written strategies for addition * Written strategies for subtraction * Mental strategies for multiplication and division * Written strategies for multiplication * Written strategies for division * Integers</p> <p><b>Patterns and Function:</b> * Exponents and square roots</p> <p><b>Data Handling:</b> <u>Data representation and interpretation</u> Collecting, representing and interpreting data Data in the media Range, mode, median and mean</p>		<p><b>Numbers:</b> <u>Fractions and decimals</u> Fractions Adding and subtracting fractions Multiplication and division of fractions Decimal fractions Addition and subtraction of decimals Multiplication and division of decimals Decimals and powers of 10 Percentage, fractions and decimals Ratios</p> <p><b>Patterns and Function</b> <u>Patterns and algebra</u> Geometric and number patterns Order of operations</p> <p><b>Measurement:</b> <u>Using units of measurement</u> Length, area and perimeter Timetables and timelines</p>		<p><b>Measurement:</b> <u>Using units of measurement</u> Length Volume and capacity Mass Timetables and timelines</p> <p><b>Shape and Space:</b> 2D shapes 3D shapes</p> <p><u>Geometric reasoning:</u> Angles</p> <p><u>Location and transformation</u> Transformations The Cartesian coordinate system</p> <p><b>Data Handling</b> <u>Chance</u> Describing probabilities Conducting chance experiments and analyzing outcomes</p>	

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Central Idea	The media influences our thinking and decision making	Technology enables people to understand and explore the outer space	Effective interactions between human body systems contribute to health	The need for energy sparks innovation and creative problem solving.	Ancient civilizations contributed to modern day societies	Economies depend on the ability to produce goods and supply services that can be exchanged.
Science	NA	<p><b><u>Earth and Space – Sky Science</u></b></p> <ul style="list-style-type: none"> <li>- Recognize that the Sun is the center of the solar system and it is the source of energy for all life on Earth.</li> <li>- Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick.</li> <li>- Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon.</li> <li>- Recognize that the Moon’s phases are regular and predictable, and describe the cycle of its phases.</li> <li>- Identify the characteristics of Earth and the other planets</li> <li>- Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered.</li> </ul>	<p><b><u>Living Things – Human Body</u></b></p> <ul style="list-style-type: none"> <li>- Use appropriate vocabulary related to their investigations of human health.</li> <li>- Identify the major components of the digestive system, and describe its role in the human body.</li> <li>- Identify the major components of the skeletal, muscular, and nervous systems, and describe the role of each system in the human body.</li> <li>- Identify the major components of the respiratory and circulatory systems, and describe the role of each system in the human body.</li> <li>- Investigate how systems of the human body work together and give examples</li> <li>- Identify and describe factors necessary to maintain a healthy body.</li> </ul>	<p><b><u>Forces and Energy - Earth and Space – Energy</u></b></p> <ul style="list-style-type: none"> <li>- Identify and describe different forms of energy</li> <li>- Demonstrate how energy can be stored and transformed from one form to another (for example, storage of fat, batteries as a store of energy</li> <li>- Investigate electricity as a form of energy</li> <li>- Assess renewable and sustainable energy sources (for example, wind, solar, water)</li> <li>- Discuss what is meant by a “limited resource”</li> </ul>	NA	NA
Social Studies	<p><b><u>Media</u></b></p> <ul style="list-style-type: none"> <li>- Explore a variety of advertisements and interpret their messages</li> <li>- Identify whose point of view is presented in a media text</li> <li>- Demonstrate how nonverbal communication allows people to transcend language barriers.</li> <li>- Describe instances in which changes in attitudes have resulted from the media</li> </ul>	NA	NA	<p><b><u>Energy</u></b></p> <ul style="list-style-type: none"> <li>- Critique the methods of waste management in his or her immediate environment</li> <li>- Reflect on and self-assess his or her personal use of natural resources.</li> </ul>	<p><b><u>Civilization</u></b></p> <ul style="list-style-type: none"> <li>- Explain how the Agricultural Revolution laid the foundation for the rise of civilization.</li> <li>- Analyze information about past technological advances and societal systems</li> <li>- Assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources</li> <li>- Predict societal and technological changes in the future.</li> </ul>	<p><b><u>Trade</u></b></p> <ul style="list-style-type: none"> <li>- Analyze how individuals’ and communities’ needs and/or wants are met</li> <li>- Evaluate the equity of different economic systems and marketplaces</li> <li>- Develop criteria for ethical practices regarding products and services</li> <li>- Explain how supply and demand are affected by population and the availability of resources</li> </ul>