

Grade 6 Year Plan – 2024 - 2025

Erin Duchart

ELA

1. Spelling - The spelling program will use *The Canadian Spelling Program 2.1* workbook. Students will begin the week with a pre-test. They will then work through the assignments during the week, practicing their spelling words before having a weekly spelling test at the end of the week.
2. Grammar - Students will do a weekly grammar program. The grammar program used will be the *Communicating Skills* workbook.
3. Reading - Every 4-6 weeks students will complete an individual reading response. Students will choose a teacher approved novel at their instructional reading level and will complete a reading response for that book. Class time will be given daily for reading (15-20 minutes each morning), as well as completion of their reading response projects. Students will also be encouraged to read at home. A home reading log will be sent home with students to return monthly.
4. Students will participate in a whole class novel study. The novels studied will be: *Wishtree*, *The Tiger Rising*, and *Number the Stars*. If time permits, students will also read *Hatchet*. Students will listen to the novel be read while following in their own books. After reading, there will be class discussion on various parts of the book and individual novel study written work will be completed.
5. Writing - Students will be required to write a weekly journal response. They will spend 10-15 minutes on their writing each day, with each day having a specific focus in the development and editing of their journal. Students will be required to complete a self and peer editing checklist to ensure they are incorporating specific writing conventions in their work. Students will be required to use the knowledge they learn in weekly ELA lessons and incorporate those techniques into their weekly writing to enhance the overall quality of their journals.
6. Other ELA areas of focus - Weekly lessons throughout the year will focus on, but not be limited to:
 - Editing techniques
 - Brainstorming
 - Independent use of graphic organizers
 - Proper sentence structure
 - Proper paragraph structure
 - Point of View/Theme/Setting/Plot
 - Cause and Effect
 - Character mapping
 - How to read non-fiction text

- How to read fiction text
- Understanding and utilizing rubrics for their work
- Typing
- Poetry
- Internet safety and proper researching and referencing techniques

7. As students progress throughout the year, an overall assessment of the class will be taken to determine what areas require more work and focus in ELA to ensure they are following the TRSD ELA continuums.

Math

The MRLC pacing will be followed and content will be taught out the of *Jump Math 6.1* and *6.2* workbooks and SMARTboard program. Additional problem solving questions will be given to students weekly in order to strengthen their problem solving skills.

Outlined below are the key concepts that will be focused on during each month which aligns with the MRLC pacing guide. Additional content will be added around these specific areas which will align with the Jump Math program.

September	Outcomes N1, N7
October	Outcomes N4, N5, N6
November	Outcomes N3, N8
December	Outcomes SS1, SS3, SS5
January	Outcomes PR1, PR2, SP1
February	Outcomes N2, PR3, PR4
March	Outcomes N9, SS2, SS4
April	Outcomes SP2, SP3, SP4
May	Outcomes SS6, SS7, SS8, SS9
June	Review & Consolidation of Learning

Social Studies

The grade 6 social studies curriculum will be covered with the following schedule.

September 2024	<p>Cluster 1 – Building a Nation (1867-1914)</p> <p>Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Metis peoples and the Canadian government, and relationships between Anglophones and francophones.</p>
November 2024	<p>Cluster 2 – An Emerging Nation (1914-1945)</p> <p>Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women's suffrage, urbanization, and technological developments.</p>
February 2025	<p>Cluster 3 – Shaping Contemporary Canada (1945-Present)</p> <p>Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.</p>
April 2025	<p>Cluster 4 – Democracy, Diversity, and the Influence of the Past</p> <p>Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.</p>

Science

The grade 6 science curriculum will be covered with the following schedule.

September 2024	<p>Cluster 1 – Diversity of Living Things</p> <p>In this cluster, students develop an appreciation of the diversity of living things. Students study a variety of classification systems, and construct and use their own as well as those developed by others. In doing so, they recognize the advantages and disadvantages of classification systems in organizing information. The animal kingdom provides a specific focus with students investigating different types of animals to understand where they fit in the classification of living things. Students compare and contrast the adaptations of closely related vertebrates living in different habitats, and the adaptations of vertebrates living today with those that lived in the past. Students learn about the contributions of individual scientists who have increased our understanding of the diversity of living things.</p>
November 2024	<p>Cluster 4 – Exploring the Solar System</p> <p>In this cluster, students develop an understanding of the Earth in space, the solar system, and the role of space research programs in increasing scientific knowledge. Positive and negative impacts arising from space research programs are addressed, and the contributions of the Canadians to these programs are highlighted. Students develop an appreciation for the nature of science by examining the changing conceptions of the Earth's position in space and by differentiating between astronomy and astrology. Students investigate the causes of phenomena such as the cycle of day and night, the yearly cycle of the seasons, moon phases, eclipses, and the reasons why the apparent movements of celestial bodies in the night sky are regular and predictable. An important distinction is made between weight and mass.</p>
February 2025	<p>Cluster 3 – Electricity</p> <p>In this cluster, students explore current and static electricity and compare and contrast the characteristics of each. These explorations help students identify and appreciate the importance of electricity in everyday life and understand the need for safe practices when using electricity. Students have the opportunity to apply their knowledge of series and parallel circuits in the construction of a prototype that performs a specific function. They demonstrate how electricity can be transformed into motion, and motion into electricity. Students also identify other types of transformations that can take place. Students discuss advantages and disadvantages of various renewable and non-renewable sources of electrical energy, and recognize the importance of energy conservation. The creation of an action plan to help reduce electrical energy consumption helps students understand the impacts they can make.</p>
April 2025	<p>Cluster 2 – Flight</p> <p>In this cluster, a study of the properties of fluids helps students understand how flight can be achieved. Through the testing of models, students explore how the forces of thrust, drag, lift, and gravity act on living things or devices that fly through the air. They learn how specific adaptations or modifications can alter lift or drag. Different means of propulsion are compared and the use of unbalanced forces to steer aircraft and spacecraft are described. Students apply their understanding of forces and flight through the construction of a prototype that flies and meets specific performance</p>

	criteria. Students also examine the history of the development of air travel and identify its impact on the way people work and live.
--	---

Art

Visual Arts will be implemented in a variety of ways throughout the school year. Art will not only be focused on during the designated time slot, but also incorporated in other subject areas where appropriate. Focus will be on using creativity and imagination while experimenting with different mediums and techniques. Students will be encouraged to use new techniques taught to make individual pieces that express themselves.

Focus will be placed on the following four areas of learning:

- Demonstrating an understanding of and facility with visual art elements, principles, and media.
- Generating, developing, and communicating ideas in creating visual art for a variety of purposes and audiences.
- Connecting the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.
- Analyzing, reflecting on, and constructing meaning in response to their own and others' visual art.

French

French will primarily focus on reading, writing, and speaking in French. Students will be required to review basic French words such as numbers and the alphabet each French class before moving into new content.

The year will begin with a general overview of greetings, numbers, alphabet, colours, days of the week, months, seasons, shapes, common school words, body parts, and articles of speech. Once students are familiar with these basics, the class will then move into the Echos program.

The Echos 1 program will be used for French this year and units focused on will be:

1. My Class and Me – This unit will focus on students learning to introduce themselves and greet classmates, talk about their age, favourite colour, and favourite school subject.
2. My Journey – This unit will focus on their daily life. Students will explore their food choices and daily after school activities. They will also review school subjects and learn to talk about the general time of day.

While exploring the different units of the Echos program, emphasis will be placed on French culture and the role it plays in our society. In each unit, students will be given the opportunity to explore graphic texts, listen to songs, watch videos, answer questions both verbally and in written form, complete performance tasks as well as a final project for the unit.