

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade Six

Language

The Language expectations of the Ontario curriculum are organized into four strands that specify the detail that is to be taught at each grade level.

A. Writing - Students will be expected to communicate ideas and information for a variety of purposes and to specific audiences; use writing for various purposes and in a range of contexts, including school work; organize information to convey a central idea, using well-linked paragraphs; use a variety of sentence types and sentence structures appropriate for their purposes; produce pieces of writing using a variety of forms, techniques and resources appropriate to the form and purpose, and materials from other media; produce media texts using writing and materials from other media; revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience; proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style; use and spell correctly the vocabulary appropriate for this grade level; use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.

B. Reading - Students will be expected to read a variety of fiction and non-fiction materials using different strategies; read independently and read aloud, and for different purposes; showing understanding of the material and awareness of the audience, selecting appropriate reading strategies; explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; understand the vocabulary and language structures appropriate for this grade level; use conventions of written materials to help them understand and use the materials.

C. Oral and Visual Communication - Students will be expected to make reports, describe and explain a course of action, and follow detailed instructions; ask and answer questions to obtain and clarify information; communicate a main idea about a topic and describe a sequence of events; express and respond to a range of ideas and opinions concisely, clearly, and appropriately; contribute and work constructively in groups; demonstrate the ability to concentrate by identifying main points and staying on topic; identify the main types of media works and the most characteristic techniques used in them; analyze media works; create a variety of media works; use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade.

D. Media Literacy - Students will be expected to demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.

Since we feel that spelling and grammar are important, our program will also emphasize word analysis and word building opportunities.

Texts: *Language Power D* (Gage Learning), *Spelling Workout F* (Modern Curriculum Press)

Mathematics

The mathematics curriculum from the province of Ontario is organized into six strands. At NTCS, in addition to the general math curriculum, we focus on skill reinforcement through our own program, Math Builder. This weekly exercise helps students retain basic math concepts already taught, which helps them move to advanced concepts quicker and with less energy on computation of simple math facts.

A. Social-Emotional Learning (SEL) Skills and the Mathematical Processes – Students will apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

B. Number – Students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. They will also use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

C. Algebra – Students will identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts. They will demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts. Students will solve problems and create computational representations of mathematical situations using coding concepts and skills. They will also apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

D. Data – Students will manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. They will also describe the likelihood that events will happen, and use that information to make predictions

E. Spatial Sense – Students will describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them. They will also compare, estimate, and determine measurements in various contexts

F. Financial Literacy – demonstrate the knowledge and skills needed to make informed financial decisions

Text: *Math Makes Sense 6* and accompanying workbook (Addison-Wesley)

Science and Technology

The science and technology expectations of the curriculum are organized into four strands:

A. Understanding Life Systems - Diversity: Students will be expected to assess human impacts on biodiversity and identify ways of preserving biodiversity; investigate the characteristics of living things, and classify diverse organisms according to specific characteristics; demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

B. Understanding Structures and Mechanisms - Flight: Students will assess the societal and environmental impacts of flying devices that make use of properties of air; investigate ways in which flying devices make use of properties of air; explain ways in which properties of air can be applied to the principles of flight and flying devices.

C. Understanding Matter and Energy – Electricity and Electrical: Students will learn to evaluate the impact of the use of electricity on both the way we live and the environment; investigate the characteristics of static and current electricity, and construct simple circuits; demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.

D. Understanding Earth and Space Systems – Space: Students will be expected to assess the impact of space exploration on society and the environment; investigate characteristics of the systems of which the earth is a part and the relationship between the earth, sun and the moon; demonstrate an understanding of components of the systems of which the earth is a part and explain the phenomena that result from the movement of different bodies in space.

Social Studies

The expectations of the social studies curriculum are organized into two strands.

A. Heritage and Identify - Communities in Canada, Past and Present: Students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identity.

B. People and Environments - Canada's Interactions with the Global Community: Students will explore the global community and Canada's role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

French

In Grade 6, the French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. This course reinforces and extends the vocabulary and oral French learned in grade 5. By the end of grade 6, students will be able to understand French spoken in the classroom and be able to express their own thoughts in French.

Text: *Histoires en action! Un Frère Pénible*

The Arts

This section of the curriculum is divided into Visual Art and Music components.

Visual Art – In this component, students will produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques; identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art; explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work; use correct vocabulary and art terminology associated with the specific expectations for this grade.

Music – Instrumental Music - In Grade 6, students will build on their knowledge of the elements of music and related musical concepts that were introduced in grades 1 – 5. Students will develop an understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing. The performance portion of the program will involve the study of a traditional band instrument.

Physical Education

The physical education expectations of the curriculum are divided into three strands.

A. Healthy Living - Students will discuss body image and self-esteem from a biblical perspective, addictions (eg. social media, internet), and healthy eating practices. Students will also take the Red Cross babysitting course and be required to understand all the skills and knowledge required for this certification.

B. Fundamental Movement Skills – Students will learn to perform movement skills in the kind of combinations that are required in a variety of modified games and outdoor pursuits: locomotion/travelling (e.g., running, jumping, and hopping in combination, as performed in basketball or in a triple jump), manipulation (e.g., stepping sideways to get in position to bump or volley a ball, as performed in volleyball), and stability (e.g., running and jumping and landing, as in long jump).

C. Active Participation – Students will participate on a regular basis in physical activities that maintain or improve physical fitness, apply living skills, including interpersonal skills, in physical activities (e.g., games and outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities; follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety.

Specific activities that will be taught in order to develop movement skills and allow for active participation are soccer, basketball, swimming, volleyball, cooperative games, water games, ball hockey and softball.

Bible

Students will take a detailed look at the Passion Week and trace the footsteps of Jesus in the week leading up to His death and resurrection. Additionally, the parables of Jesus will be examined, and the students will be encouraged to apply the practical truths to their lives. The students will embark upon a Bible memory work program which will encourage them to memorize key concepts and scriptures that will be studied throughout the year.

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for grades 1 – 8 may be found on the website of the Ministry of Education and Training at www.edu.gov.on.ca/