

General Term Summary

Grade 6 – Term 1

Language Arts

In Language Arts, we focused on several types of functional writing, and extended our knowledge of reading strategies to deepen our understanding of literature. Our writing practice explored the traits of writing (organization, content, sentence structure, conventions and word choice). Students were also engaged in responding to a variety of writing prompts, which included regular blogging, personal reflections, descriptive paragraphs and persuasive arguments. Our class read aloud focused on the comprehension strategies of self-monitoring, making connections and making inferences. Further, students practiced their ability to manage ideas and information through research and engaged in many research activities that required them to access information, evaluate sources, record information and share their ideas and information. The above concepts were applied to real-world situations, as well as selected texts.

Science

This term we performed an in-depth study of Topic A: Air and Aerodynamics, as well as Topic B: Flight. This included the properties of air, and specific ways that air movement can create lift. The class also focused on making observations as part of Topic C: Evidence and Investigation. Through the study of the topics, we applied the scientific process and used an investigative approach.

Social Studies

6.1 Citizens Participating in Decision Making: The broad focus in Social Studies in Grade 6 is on active citizenship and how we can affect others through our decisions and understanding of the world around us. This term we studied decision-making processes, the components that make up democracy, and how our rights and freedoms are protected in Canada. Students learned and used this information by exploring their values and attitudes, applying their knowledge and understanding, and practicing a variety of skills and processes (active inquiry, critical thinking, reflection and using and managing information).

Mathematics

The strands of Number and Patterns and Relations: While working with these strands, we looked at ways to describe patterns and relationships between numbers, and the different ways that we can write, describe and organize numbers. Students were required to represent and describe patterns and relationships using graphs and tables, understand relationships within tables of values to solve problems, develop and use equations with letter variables (basic algebraic equations), understand and apply the order of operations, demonstrate the meaning of preservation of equality and identify multiples and factors of various numbers.

The strand of Shape and Space: Angles and their relationships in different shapes were examined. Students were required to demonstrate the ability to identify angles in their environment, classify angles according to their measure, determine angle measures in degrees and understand the relationship between angles relative to their shape type (triangles and quadrilaterals).

Students are expected to demonstrate mathematical understanding by explaining their understanding, connecting mathematical ideas to other concepts and subject areas, demonstrating fluency with mental math, developing and applying new mathematical understanding through problem solving, developing mathematical reasoning, selecting and using technology as tools in problems solving and using visualization skills to assist in making connections and with problem solving. All of the above skills were used to solve problems that are encountered in daily life, and show how mathematics can be used in and out of the classroom.

Health

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G Thomas

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