

Grade 6 Year Plan – 2023-2024

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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: *The Tiger Rising*, *Number the Stars*, and *Wishtree*. 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 5 Social Studies curriculum will be taught this year, as students completed the grade 6 curriculum last year.

September 2023	<p>Cluster 1 – First Peoples</p> <p>Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.</p>
November 2023	<p>Cluster 2 – Early European Colonization (1600 to 1763)</p> <p>Students examine causes and consequences of European exploration and settlement in early Canada. This study includes a focus on individuals and places of the period, as well as daily life in French and British colonists and their relationships with First Peoples. Students explore the influence of the environment, resources, trade, and conflict during the establishment of the French and British colonial empires. They also study the Acadian deportation, settlement of Nouvelle-France, and the British conquest of Nouvelle-France.</p>
February 2024	<p>Cluster 3 – Fur Trade</p> <p>Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other groups associated with the fur trade, social and economic aspects of the fur trade, rivalry between the Hudson's Bay Company and North West Company, the rise of the Metis Nation, and settlement of the Red River colony.</p>
April 2024	<p>Cluster 4 – From British Colony to Confederation (1763 – 1867)</p> <p>Students examine life and citizenship in British North America. This study includes a focus on the United Empire Loyalists, War of 1812, Selkirk Settlement, 1837 to 1838 Rebellions, and the people, issues, and events surrounding the origins of Canadian Confederation. Students explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Metis people. They also consider issues related to traditional Metis lands and communities, immigration, culture, and identity.</p>

Science

The grade 5 Social Studies curriculum will be taught this year, as students completed the grade 6 curriculum last year.

September 2023	<p>Cluster 2 – Properties of and Changes in Substances</p> <p>In this cluster, students deepen their understanding of the characteristics and properties of substances, and the changes that occur in substances of different situations. Through their explorations, students identify the three states of matter – solids, liquids, and gases – and describe the properties of each. Students observe examples of reversible and non-reversible changes including changes of state. Students also investigate how the characteristics and properties of substances are altered during physical and chemical changes. Students identify examples of these changes in the world around them. Safety practices related to chemical products in the home are addressed. Students evaluate household products by using criteria such as efficiency, cost, and environmental impact.</p>
November 2023	<p>Cluster 4 – Weather</p> <p>In this cluster, students learn that daily weather conditions are not the result of random occurrences, but of global systems that can be predicted on a short-term and a seasonal basis. Through observations and measurements, students investigate the properties of air and other aspects of daily weather. Students learn to interpret public weather reports and investigate the usefulness of various ways of predicting the weather. Understanding the meaning of severe weather forecasts and the preparations to ensure personal safety are emphasized. Students recognize the role of technology in increasing scientific understanding of weather while appreciating the limitations in accurately predicting long-term weather trends. They also investigate factors that influence climate in Manitoba and across Canada.</p>
February 2024	<p>Cluster 3 – Forces and Simple Machines</p> <p>In this cluster, students increase their understanding of forces through the study of simple machines. Emphasis is placed on investigating a variety of simple machines and recognizing their usefulness for moving and lifting loads. Students explore how simple machines are used in daily life, and they identify advantages and disadvantages of using simple machines for a given task. Students apply their knowledge of simple machines by designing, constructing, and evaluating a prototype.</p>
April 2024	<p>Cluster 1 – Maintaining a Healthy Body</p> <p>The study of the human body at Grade 5 focusses on the maintenance of good health. Students learn about the role that nutrients play, and how to plan balanced and nutritious meals using <i>Canada's Food Guide to Healthy Eating</i>. Students gain experience in interpreting nutritional information on food labels, and in evaluating images presented by the media. A study of the major body systems and their role in the healthy functioning of the human body helps students to appreciate the nature of function of each, and the interrelationships that exist between systems. Students explore how lifestyle choices and environmental factors can affect personal health.</p>

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.