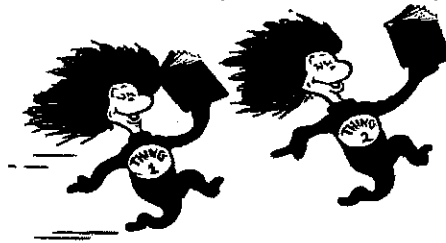


WELCOME TO GRADE SIX RUTH HOOKER SCHOOL

2016 – 2017

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



LET'S HAVE A GREAT YEAR!

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Website under construction. Check back in soon.

Grade 6 Curriculum Information for Parents

In all grades, students develop skills in literacy and communication, working with others, solving problems, and using technology.

Visual Arts

Through a variety of learning activities and experiences, students learn about visual art forms in their environment, make their own art, and appreciate the art of others.

Grade 6 students:

Develop an understanding of themes in art through discussing and viewing natural and crafted materials they see around them, viewing their own and others' work, and drawing, painting, or creating three-dimensional objects.

Explore techniques such as those used for mosaics, subtractive sculpture, casting, kites, mobiles, still life, sketching, finger painting, and woodcuts.

Experiment with textural techniques, graying colours, value scales, depth through colour change, rhythm through repetition, and concepts related to symmetry, asymmetry, contrast, and focus.

English Language Arts

Through the study of English language arts, each student from Kindergarten to Grade 12 learns to understand, appreciate, and use language in everyday life. Students learn to *listen, speak, read, write, view, and represent* at different times and in different ways. In the English language arts classroom, where the teacher(s) and students choose and use appropriate materials and activities for real purposes, learning reflects everyday experiences.

Our focus for the year will be on the **Reading/Writing Connection**. My goal is to provide success for all learners, even those who may struggle, by providing learners with the tools to become independent readers, writers, and thinkers who create, revise, and comprehend text and who can apply and transfer their learning to new concepts. When students see themselves as readers and writers, they will be motivated to read and write more.

Mathematics

From Kindergarten to Grade 12, students use seven critical processes to build their understanding of mathematics and to support lifelong learning:

Communication—showing learning orally, through diagrams, and in writing.

Connections—making connections among everyday situations, other subject areas, and mathematics concepts.

Estimation/Mental Mathematics—developing understanding of numbers and quantities.

Problem Solving—investigating problems, including those with multiple solutions.
Reasoning—justifying thinking.

Technology—using technology to enhance problem solving and encourage discovery of number patterns.

Visualization—drawing on mental images to clarify concepts.

Grade 6 students:

Number	<p>Understands and relates decimals, fractions, ratios, and percents</p> <p>Understands and solves problems using large numbers, place value, integers, and factors and multiples.</p> <p>Uses the order of operations with whole numbers and decimals to solve problems.</p>
Patterns and Relations	<p>Uses variables to show number patterns.</p> <p>Understands the meaning of <i>preservation of equality</i>.</p>
Shape and Space	<p>Classifies, estimates, determines, draws, and labels angles, triangles, and other polygons.</p> <p>Develops and uses a formula for perimeter, area, and volume of various figures.</p> <p>Draws and describes the motion of a 2-D shape.</p> <p>Solves problems involving the coordinate plane.</p>
Statistics and Probability	<p>Constructs and solves problems using line graphs.</p> <p>Collects, displays, and analyzes data gathered from appropriate samples.</p> <p>Determines and compares experimental and theoretical probability.</p>

Grade 6 students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government. Students learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual, and democratic society. They focus on Canadian questions regarding the environment, citizenship, identity, and diversity. Students also consider contemporary world events that have shaped Canadian society. As they explore Canada's past and present, they enhance their awareness of democratic ideals and their understanding of Canadian citizenship.

Physical Education/Health

The combined Physical Education/Health Education (PE/HE) curriculum was designed to address the 5 major health risks for children and youth. They are:

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in STIs and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

The aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. The vision is *physically active and healthy lifestyles for all students*.

Curriculum content is organized within the following five general learning outcomes:

1. Movement
2. Fitness Management
3. Safety
4. Personal and Social Management
5. Healthy Lifestyles Practices

Classroom Expectations

Students need to do the following to help them to be successful in Grade 6:

At Ruth Hooker School We Are:

Kind

Safe

Respectful

Productive

Come to class prepared

Do all assigned tasks

Complete homework on time

Use agenda on a daily basis

Ask for help when needed

Academic Honesty

Students are expected to demonstrate integrity, ethical conduct, and academic honesty in all assessments, research, class work and homework assignments. Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. Aspects of academic honesty include copying others' work, using cheat notes, and submitting or representing someone else's work as one's own.

Consequences: Teachers, in consultation with the principal, will determine whether a breach of academic honesty has occurred. In circumstances where it has been determined that the student has engaged in dishonest behaviour the principal and/or teacher will implement one or more consequences laid out by the Lord Selkirk School Division.

The following guidelines will facilitate the implementation of this program:

- **Set aside special reading time for you and your child. A minimum of 15 minutes is required each night. They are not required to read on the weekends.**
- **Please check to see that the book that your child is reading is a "Good Fit" book. If it appears to be too hard or too easy, please let me know and we will work together to find an appropriate book for them.**
- **Both you and your child (if reading together) are encouraged to read orally. You may choose to alternately read one paragraph or one page. When you read to your child, you are modeling expression and fluency.**
- **During, and at the end of the reading time, it is important to discuss what was happening in the book, what might happen next, etc. The discussion encourages development of comprehension, extends ideas, and increases vocabulary.**
- **Please initial each day on the chart provided that your child has read. If they are unable to read for any reason, please leave a note in the agenda, otherwise students will be asked to stay in at recess or other times throughout the day to make up for this reading time.**

It is my hope that this program will further develop a love of reading in your child and family.

T.W.A.S. Journals

"T.W.A.S." stands for *"This week at School"*. The goal of the T.W.A.S. Journal is to promote open and honest communication between you and your child.

Every week your child will write to you about what is happening in the school. For example, your child may write about a special event, a new skill we are learning or a book, which we are reading. Emphasis will be placed on the positive. T.W.A.S. journals will be taken home the last day of every week.

Each week students will be assigned a job from the T.U.S.C. job list (Lists will be posted on our class website). Everybody will get a chance to do each job at least once. Presentations should be no shorter than a minute and no longer than two minutes. It is the job of the student to act responsibly and respectfully during presentations and to come prepared. If students are not prepared they will have to do a formal apology to the group and will not be allowed to be part of the meeting. It is important to start the assignment early so questions can be answered if students are unsure of what to do. Many of the assignments will need to be done for homework.

Meetings will be held on Fridays. If there is a change in the day, it will be written in agendas at the beginning of the week.