



GRADE 6 CURRICULUM OUTLINE – 2009/10

I. GENERAL OVERVIEW

One of the benefits of our education is the opportunity it affords for integration of all subject areas, not only between the general and Judaic studies, but also within the disciplines that comprise each of those broad categories. The programme is in keeping with our Jewish traditions. Sound educational thinking that incorporates the latest research on learning enables our students to acquire the skills they will require to succeed in life.

II. SUBJECTS:

LANGUAGE ARTS

Students are expected to:

- Identify the qualities of effective speech;
- Identify the differences between formal and informal speech;
- Interpret and paraphrase information;
- Apply conventions of grammar in oral and written work;
- Be clear and precise orally and in writing;
- Recognize plot elements;
- Locate information from a variety of sources;
- Read with fluency from a variety of forms;
- Summarize accurately;
- Choose print material of increasing complexity;
- Use grammar correctly;
- Express ideas clearly and effectively;
- Reflect on own writing; evaluate topic, purpose, and audience; and plan ways to improve;
- Use dictionary, Thesaurus, and computers to support editing;
- Work collaboratively and independently;
- Integrate Jewish themes, concerns, perspectives, reading and writing;
- 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;
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most useful in understanding and creating media texts.

This programme will focus on strengthening skills in the four language areas: listening, speaking, reading, writing and media literacy. Students will share reading and writing experiences through conferences with the teacher and classmates, and class presentations. Grammar and spelling are studied formally.

Evaluation: Class participation, notebooks, group work, oral presentations, individual written assignments, homework, and tests.

Textbooks and Resources: - An integrated programme of short stories, novels, poetry, plays and other written materials will be used.
- Ministry documents and other teacher resource material.

MATH

The Grade 6 Math Programme is based on the current Ministry of Education Ontario Curriculum Guideline, Grades 1-8 that is organized into five strands - Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, Data Management and Probability.

Students are expected to:

- Use problem solving strategies;
- Understand whole numbers, fractions, and decimals;
- Identify equivalent forms of a number;
- Communicate using appropriate mathematical language;
- Compute basic operations;
- Understand geometry, including performing simple constructs and using a protractor efficiently;
- Use the proper units to record measurement, as well as metric conversions;
- Apply measurement skills in scale drawings;
- Organize and collect data and communicate it using various graphs;
- Use simple algebraic notations;
- Identify the symmetries of figures;
- Work independently and cooperatively;
- Be able to understand the interrelationship between ratio, percent, and fractions, as well as their applications;
- Use methods of substitution as well as the order of operations;
- Understand and apply statistical data including the concepts of mean, median, and mode;
- Develop and understand the concept of congruency;
- Classify shapes in space (3-D) and in a plane (2 dimensional).

Evaluation:

Class tests, homework, worksheets, assignments, presentation of work, notebooks, accuracy, and participation.

Textbooks & Resources: Math Makes Sense, Grade 6: Pearson Education 2005
(student text and student homework & practice book)
Ontario Math Workbook 6: Irwin Publishing 2000
Manipulatives
Ministry documents and additional teacher-developed resources

SCIENCE & TECHNOLOGY

Students are expected to:

- Design and conduct experiments, and draw conclusions;
- Use a variety of resources to locate, retrieve, and express information;
- Use observational skills;
- Use appropriate scientific language;
- Develop an understanding of the relationships among natural things and manufactured things;
- Develop an understanding of living things;
- Develop concepts basic to science, such as biodiversity, electricity & electrical devices, principles of air and flight and space;
- Participate in projects;
- Work independently and cooperatively.

Evaluation:

Notebooks, note-taking, oral discussion, tests, homework assignments, research projects, experiments and write-ups, class participation.

Textbooks and Resources: Hands on Science, Level 6: Portage & Main Press
Science & Technology Activities Resources: GTK Press
Ministry of Education documents and units
Texts and additional resources as required

SOCIAL STUDIES

Students are expected to:

- Investigate how the U.S. affects Canada through trade, media, immigration, culture, technology, history and geography;
- Identify Canada's trading partners;
- Analyze current public issues;
- Understand the concept of interdependence;
- Examine Canada's involvement in the Commonwealth;
- Develop mapping skills;
- Locate, analyze and classify information about regions using media works, technology, graphs, charts, illustration and tables;
- Identify ways in which the environment molded Canadian Aboriginal cultures; identify and describe early explorers and their impact on the development of Canada; demonstrate an understanding of the social, political and economic issues facing Aboriginal peoples in Canada today.

Evaluation: Tests, assignments, oral presentations, homework, class participation, notebooks, research projects.

Textbooks and Resources:

Discovering Canada's Trading Partners – Oxford University Press

Discovering First Peoples and First Contacts – Oxford University Press

Community Canada – Oxford University Press

Classroom Atlas of Canada and the World: Rand McNally, Ministry documents, Texts and resources from a variety of sources

JUDAIC STUDIES

1. Cultural Track:

Students will be exposed to the richness of Jewish life and are expected to:

- Explore and find personal relevancy for our Jewish heritage
- Examine Jewish social studies through the study of present-day life in Israel and Jewish historical figures throughout the ages
- Explore Biblical narratives and concepts through a contemporary lens
- Investigate relevant lessons from the Talmud as they apply to modern-day life

2. Source Based Track:

Students will be exposed to the richness of Jewish life and are expected to:

- Develop an understanding of the historical context and genre of classical Jewish works
- Develop the skills required to read, interpret, analyze and appreciate classic Jewish texts
- Foster informed debate and critical thinking

Evaluation (both tracks):

Tests, assignments, oral presentations, homework, class participation, notebooks, research projects.

Texts & Resources:

SBT/CT: Understanding Israel by Sol Scharfstein, Book of the Macabees by Josephus, Book of Samuel I, Chinuch.org

SBT: Torah with Rashi Commentary, V'Shinantam Vol. 3, Talmud Bavli

CT: Siddur, Torah with Rashi Commentary, Pirkei Avot

Key Elements of First Semester Dual Track Program

[CT=Cultural Track, SBT=Source Based Track]

Every opportunity is taken to have students in both tracks share their learning in summative projects that combine and integrate interactive hands-on activities.

Music

- Weekly musical sessions highlighting songs from *Kabbalat Shabbat* with instrumentation (CT/SBT)

The Arts

- An interactive workshop promoting the values of friendship culminated in a collective art project (CT/SBT)
- A full-year art project involving the creation of a pictorial Timeline of Biblical History illustrated within the classroom by students on a weekly basis (CT/SBT)
- A two month researched based art project involving the building of a model of the Tabernacle of Moses (SBT)
- Researching the history of kingship and coronation, throughout ages, and preparing dramatic presentations as part of High Holiday Unit (CT)

Field Trips

- Integrating the Jewish principles of charity and the need for sensitivity towards others highlighting and participating in the Hamilton Kosher Food Bank (CT/SBT)

Media & Technology

- Web based platform for Mishnah curriculum that incorporates online educational games that are monitored by the teacher to evaluate progress (SBT)
- Production of a short film video about Jewish Pride and the Chanukah story (CT/SBT)

HEBREW LANGUAGE

Students are expected to develop language skills in the following areas:

b) Language Functions

- Answering and posing questions
- Presenting information
- Composing and writing sentences
- Composing short paragraphs
- Writing skits, plays and short stories
- Giving instructions (the command form)
- Telling time

a) Communicative Concepts

- Greetings for holidays and all occasions
- Dwellings (types of dwellings) and contents
- School personnel (principal, secretary, teachers, librarians, students)

- Subjects taught in school
- Professions (learning what one's own parents and the parents of classmates do for a living)
- Relationships in the family and in school
- Concepts relating to friendship
- Expressing feelings
- The weather and its effect on people
- Concepts relating to description of character
- Transportation

b) Grammar Skills

- Past and present tenses
- Introduction to the future tense
- Verbs and Infinitive
- Nouns with possessive endings
- Syntax : conjunction words (when, but, because)
- Direct and indirect speech
- Prepositions

The Hebrew language programme is literature based with an emphasis on short stories, poetry and song. Units contain writing and speaking assignments, as well as grammar exercises related to text. These include: textual reading, short dialogues, and the integration of new vocabulary through dramatic skits based on stories.

Textbooks & Resources: Madregot, locally developed materials, texts and resources from a variety of sources

FRENCH

Students are expected to attain the following listening skills:

- Follow extended directions;
- Identify familiar words and expressions in context;
- Follow and understand illustrated dialogues and stories, and retell them in sequence;
- Participate in class discussion to demonstrate an understanding of a preceding conversation.

Students are expected to attain the following oral skills:

- Expand personal vocabulary by manipulating new language;
- Create and present short dialogues, skits, songs, and oral compositions;
- Ask simple questions to acquire/clarify information.

Students are expected to attain the following reading skills:

- Indicate comprehension by reading aloud with expression;
- Respond to written instructions in a variety of language activities;
- Search for the meaning of a word in a bilingual dictionary;

- Read and organize sentences in a paragraph;
- Identify the main idea of a story previously studied in class;
- Understand that it is not necessary to know the precise meaning of every word in order to understand a text;
- Find the answer to pre–assigned content questions;
- Briefly describe a series of illustrations based on a familiar topic;
- Complete dialogues based on structures and vocabulary reviewed in class;
- Respond to questions using language reviewed in class;
- Spell all high frequency words accurately.

Students are expected to attain the following skills in language knowledge and language learning awareness:

- Use the present tense of high frequency verbs;
- Differentiate between nouns, verbs, adjectives, and adverbs;
- Ask questions correctly;
- Use non–adjective agreement;
- Use the partitive correctly;
- Be familiar with the various spellings of individual sounds;
- Know that learning French can help in learning another language.

Evaluation:

Students are evaluated on work habits, homework and class assignments, notebooks, presentations, quizzes, and participation.

Textbooks and Resources:

Horizon 1 & 2, Activie, Tralco Lingo Fun, Visa I

Ministry documents and a variety of teacher-developed units

ART

Students are expected to:

- Gain knowledge about effective use of colour, form, line, mass and texture;
- Create through imagination, intellect and feeling;
- Encourage curiosity and confidence;
- Use Judaism as inspiration;
- Develop new skills and techniques;
- Introduce the different styles of art and artists.

Units of study include:

- Drawing in perspective, human forms and still life;
- Exploring texture through collage and weaving;
- Experimenting with balance, colour, and design, e.g., mobiles;
- Experiencing 3 dimensional objects making forms using paper mache;
- Exploring geometric shapes to construct 2 and 3 dimensional work;
- Experiencing print making;
- Exploring illustration techniques;

- Exploring presentation techniques (science fair).

Evaluation focuses on the process rather than the product. Students are engaged in regular self-evaluation of preparation, application, co-operation and final outcome.

Textbooks and Resources: Introducing Art 2005
Ministry documents & a variety of teacher-developed units

TECHNOLOGY

Technology and Computer Studies are integrated into all other subject areas and are evaluated within these areas. The computer serves as a tool to enhance course curriculum and at the same time, it helps the students to develop their computer skills. The students build their computer skills through a variety of applications such as, graphic programmes, spreadsheet, database, word processing in Hebrew and in English, and programmes that enable them to create multimedia presentations. In addition, the Internet is used to accommodate the students' academic needs.

Evaluation: Evaluation will be implemented within the context of each subject.

PHYSICAL AND HEALTH EDUCATION

Expectations: The programme includes a wide range of activities and accommodates a variety of skill proficiency.

Students are expected to:

- Participate in a variety of physical education activities;
- Participate in co-curricular activities;
- Develop good sportsmanship; a sense of achievement and self-esteem in a positive and encouraging atmosphere;
- Improve their level of fitness;
- Improve body awareness;
- Learn new sport skills, and apply learned skills in varying situations;
- Gain an understanding of healthy living.

Evaluation: Students are evaluated on preparation, participation, sportsmanship, and skill development.

All students have the opportunity to: participate in team sports, cross country, and track & field at the Hamilton Wentworth District School Board city-wide level.

DIVERSE LEARNING CENTRE

Student Support and Enrichment:

Skill remediation, curriculum support, and enrichment opportunities are provided for students through the services of the Diverse Learning Centre in general studies, Hebrew

language, and Judaic studies. Student support and enrichment programmes address the learning strengths and needs of the individual student or a small group including:

- Individualized opportunities for advanced research, writing and curriculum extension
- Participation in Weizmann Institute of Science “Math By Mail” enrichment program
- Participation in International Chidon Hatanach Bible Contest
- Making Israel Come Alive: Sherut Leumi interns, in conjunction with the Jewish Agency for Israel, enrich and enhance our Hebrew language, holidays, and Judaic Studies programs through individual and group activities.

Leadership development skills are enhanced at HJMS through Student Council, Maccabiah, The Goodness Footprint, participation in team sports at the Hamilton Wentworth District School Board, and various collaborative programs and projects throughout the year.