

Grade 6 September/October 2022 Newsletter

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Welcome to Grade 6! As our students have just begun their middle school career, we have spent the first couple of weeks adjusting to a new routine, new classmates, and teachers, and working on getting to know one another and creating our classroom expectations and community.

In the sections below, you will find a description of what students will be working on in the coming weeks, together with the corresponding RTR outcomes for assessment. Please feel free to reach out to the course teacher should you have any questions.

This year, students will experience English Language Arts and Social Studies in a blended Humanities approach. Below is an outline of the projects, tasks, and outcomes that will be targeted in each subject area.

Language Arts

In English 6, we will be exploring a variety of novel studies through different mediums and levels of independence. Students are learning how to select appropriate and engaging texts for themselves, and will use these texts to answer questions such as: How are stories made? What makes them compelling? We have initiated discussions around these questions by exploring the patterns of a good story as preparation for a whole-class novel study that will be read aloud to students beginning in October. Using fill-in-the-blank notes, discussions, and in-class activities, students are becoming familiar with key literary elements, such as plot structures (e.g., “The Hero’s Journey), character archetypes, setting, and more.

Students have also been completing a project called their “All About Me” Poster Project. This has been an opportunity for students to identify a meaningful artifact in their life and create a poster presentation about it. This artifact will serve as the inspiration for the first personal narrative that students will write in October. This first personal narrative will be an opportunity for students to practice making connections between their ideas and written work, elaborate on their ideas, and learn the organization of a well-written personal narrative.

ELA Outcomes for September-October:

- LA 11A Make connections to things I see/read/hear (Personal Narrative #1)
- 11A Use experience & prior knowledge to understand and to construct & confirm meaning (All About Me)
- LA 23B Identify & explain literary techniques & elements
- LA 24A Generate & elaborate on the expression of ideas (Personal Narrative #1)
- LA 31 Plan & focus to organize ideas & information (Personal Narrative #1)
- LA 33A Organize & record information

Social Studies

In Social 6, students will focus on decision-making and the various ways this can occur in societal and government contexts. To begin this inquiry, we have spent our first few lessons creating notes and discussing rules, systems, the difference between equity and equality, and the importance of these concepts in classrooms, schools, cities, and societies. To showcase their learning about this, students will be participating in a class contract activity where they help create rules and systems that can help our classroom community flourish.

Students have also had the opportunity to participate in several activities and discussions about Canada’s residential school system as preparation for the National Day for Truth and Reconciliation (September 30th). This has occurred through analysis and responses to Gord Downie’s *Secret Path*. Following this and continuing into the month of October, students will investigate the first historical model of decision-making for this year: The Iroquois (Haudenosaunee) Confederacy. The Haudenosaunee are an excellent example of a matrilineal culture, which we will use as an opportunity to compare with other forms of decision making (e.g., patrilineal, democratic voting systems) that we will explore this year. We will also be using this case study as an opportunity to deepen our understanding of consensus as a key force in decision making, such as in the Treaty of La Grande Paix de Montreal.

Social Outcomes for September-October:

- SS T2 Contribute to decision making and problem solving (Class Contract)
- SS B3 Analyze political systems in the Iroquois Confederacy
- SS B4 Analyze decision making in Iroquois Confederacy
- LA 22B Construct meaning from a variety of texts (Secret Path)
- LA 51A Respect others & appreciate diversity to strengthen the community (Secret Path)

Math

The first unit we are looking at is Numeration (place value). Students will apply their understanding of very large and very small numbers from millionths to billions, use problem solving in real world situations, and use estimation strategies like front end rounding and compatible numbers to predict and check their solutions. It will be important for students to use taught strategies, understand the place value system and communicate their strategies using words, symbols, pictures, and manipulatives. For the next month, we will get into decimal place values, multiples/factors, and integers. There will be a variety of assessments throughout the topics.

Math Outcomes for September-October

- N1a Read and write numerals greater than one million
- N1b Read and write numerals less than one thousandth
- N2 Solve problems involving whole numbers/decimals
- N3 Demonstrate an understanding of factors/multiples
- N7 Demonstrate an understanding of integers

Science

In Science, we are beginning our unit on Air and Aerodynamics. Students will learn that air is a compressible fluid, that it is composed of many gases, and that moving air can support solid materials in sustained flight. By studying birds and airplanes, they learn a variety of adaptations and designs that make flight possible and provide for propulsion and control. Some of the topics to chat with your child about are:

- properties of air and interactions with air
- air takes up space and exerts pressure
- air is fluid, capable of being compressed
- Bernoulli's principle
- lift to overcome force of gravity
- adaptation of birds/insects to fly
- means of propulsion
- streamlining to reduce drag
- design elements

Science Outcomes for September-October

- A1 Describe the properties of air
- A2 Describe the forces of slight and how they interact with objects

Physical Education and Wellness

Welcome to Meadowbrook Physical Education and Wellness! Students will be participating in indoor and outdoor activities throughout the year. Please make sure to bring proper attire, which includes a change of clothes and proper set of indoor running shoes. In September and October, students will be participating in the sports of volleyball, soccer, and field games. Students will be learning how the structural components of physical activities can have various characteristics. We will focus our learning on strategies that can be used to structure physical activities and games to meet the needs of a variety of participants. Students will also be evaluated on the specific movement patterns in each activity.

This year in Grade 6, students are enrolled in a new Physical Education and Wellness course. Students will participate in learning opportunities in the gymnasium and in class. Our in-class portion will be covering outcomes

in character development, safety, healthy eating, healthy relationships, growth and development, and financial literacy. In the gymnasium, students will be covering outcomes in movement, skill development and active living. For more information on the new Physical Education and Wellness curriculum, please see the Curriculum Implementation Information Hub for parents and guardians: <https://curriculum.learnalberta.ca/ciihub/en/home>

Physical Education Outcomes for September-October

- AL1: Active Living - I can analyze motivation and its relationship to personal development and active living
- MV1: Movement Skill Development - I can examine and demonstrate an understanding of structure in physical activity
- MV2: Movement Skill Development - I can adapt and apply movement patterns in controlled and dynamic physical activities