THE ACADEMY FOR GIFTED CHILDREN
CURRICULUM OUTLINE
GRADE 6

EXPECTATIONS:

- students will strive for excellence as they experience a challenging and exciting learning environment
- students will uphold high expectations for quality in all facets of work
- students will develop co-operative learning skills through integrated curriculum, thus developing life skills and conflict resolution skills
- students will develop an appreciation for books through read aloud, silent reading, research and reading groups
- students will develop confidence, poise and self-esteem by integrating drama and oral presentations into the curriculum
- students will develop ownership and responsibility for their own learning through the use of an organizer and homework files

CURRICULUM OUTLINE

LANGUAGE ARTS

Language arts consists of three main components: literature appreciation, grammar, and writer's workshop.

LITERATURE APPRECIATION

SHORT STORIES

We will begin the academic year by reading short stories from the Junior Great Book Series 7, including "Harrison Bergeron", "The Zodiacs", "The Cat and the Coffee Drinkers", "Day of the Butterfly", and "The Last Leaf". Students will participate in shared reading and independent reading. Learning to formulate their own questions and developing critical and higher level thinking skills increases students' appreciation for deeper analytical and interpretive meaning. At the end of the unit, students will develop a formal persuasive essay.

NOVEL STUDY

The novels that will be studied over the course of the academic year will be thematically based.

THEME: The power of language, independence, extending personal limits, overcoming challenges
The Miracle Worker – William Gibson

THEME: Youth, identity, isolation, sacrifice, nature of humanity
The Diary of a Young Girl – Anne Frank

THEME: Historical and Literal Analysis of the Fairy Tale

THEME: Maturation, Independence, Friendship, Right versus Wrong
Cue for Treason -- Geoffrey Trease

SHAKESPEARE: Midsummer Night's Dream

POETRY

Students will study the forms and conventions of the Petrarchan (Italian) and Shakespearean (English) Sonnets, with an emphasis on both enjoyment and analysis. Students will also have the opportunity to write original poems and present them to the class.

SUPPLEMENTARY READING

Students will be expected to read supplementary novels and complete a formal book review for each novel; the format of each review will be that of a formal persuasive essay. The appropriateness of the reading material will be determined by the English teacher according to initial assessment and the student's ongoing progress.

GRAMMAR
The grammar program will review material learned in Grade Four, reinforce material learned in Grade Five, and introduce the following concepts and skills:

PARTS OF SPEECH
Identify, diagram, and correctly use:
- independent and dependent clauses (adjective, adverb, noun)
- conjunctions (coordinating, subordinating, correlative) and conjunctive adverbs
- pronouns (relative, intensive, reflexive, interrogative)
- complex and compound-complex sentences

PUNCTUATION
- commas after introductory adverb clauses, around non-essential adjective clauses, to separate phrases and clauses in a series
- semicolon and conjunctive adverb between compound sentences
- semicolon between items in a series if the items themselves already contain commas
- proper MLA Documentation for title page, works cited page, quotations

APPLICATION
- use a variety of subordinate clauses correctly, and with increasing effectiveness
- use a variety of pronouns correctly
- identify and avoid misplaced modifiers (especially adjective and adverb clauses)
- write with parallel structure
- write with increasing sentence clarity and cohesiveness
- use knowledge of paragraph writing to begin a unit on formal essays (expository, persuasive, comparative)

WRITER'S WORKSHOP
Students will:
- build their skills in the various stages of the writing process, including: generating ideas for writing through discussion and brainstorming, selecting a topic, determining the purpose for writing and the audience to be addressed, making an outline, writing an initial draft, revising and editing to create a polished end product
- write complex and compound-complex sentences with increasing effectiveness
- write in the following forms, adhering to conventions of structure, tone, and style: story writing; poetry; research projects; book reviews; comparative and persuasive literary essays
- write cohesive, organized formal essays with a clear introduction (including thesis statement), body paragraphs (including topic sentences and supporting textual evidence), and conclusion
- write properly structured essay style responses during timed writing situations, using supporting details from the text, appropriate verb tense (literary present tense), and transitional devices within and between paragraphs
- include correctly formatted title page, direct quotations, and works cited page with essays and reports
- participate in regularly scheduled writing conferences with the instructor to discuss, monitor, and facilitate the student's progress in the development of his/her writing skills

MATHEMATICS
The following strands are included in P.A.C.E.'s Math Curriculum:
- Social-Emotional Learning (application of social-emotional learning skills to mathematical processes i.e. problem solving, reasoning, reflection, communicating, critical thinking) *ongoing throughout the year
- Number (Rational Numbers, Fractions, Decimals, Perfect Squares and Square Roots, Operations, Mental Math)
- Algebra (Comparing Pattern Rules, Solving Equations and Inequalities with multiple terms, Specialized class in coding)
- Data (Collect, organize, and graph data, Central Tendency, Bar Graphs and Histograms, Probability)
- Spatial Sense (Transformations, real-world movements that are translations, reflections, and rotations, Metric Conversions for area)
- Financial Literacy (Conversions) *ongoing throughout the year

SCIENCE

The following strands are included in P.A.C.E.'s Science and Technology Curriculum:

- Stem Skills and Connections - STEM skills and emerging technologies, practical applications of science and technology and contributions that people with diverse lived experiences have made to science and technology in the context of the other strands
- Life Systems – Cells
- Matter And Energy – Electricity Phenomena, Energy, And Devices
- Earth And Space Systems – Water and Weather Systems

Emphasis is placed on scientific investigation, innovation and creativity, collaboration, critical thinking and problem solving, hands-on discovery and experimentation.

TECHNOLOGY AND CODING

The Surface Go will be used as a tool to facilitate enhanced learning experiences, continue with coding (Python), including core coding concepts such as decision and repetition structures, and to develop program planning and designing skills. The Mathematics and Science and Technology curriculum expectations will be integrated into the coding curriculum.

FRENCH

The objective of the French programme is to develop communications skills in both the receptive and expressive aspects of the language. The four language skills of listening, speaking, reading and writing will be developed. In order to achieve these objectives the activities will include skits, role-playing activities, reading short books, literary texts, guided compositions, critically analyze plots, character and setting, conversations and songs.

GLOBAL PERSPECTIVES

Within the umbrella of Global Perspectives there will be a solid integration of Bloom's Taxonomy of Cognitive Objectives which encourages the students to engage in higher levels of thinking, as well as challenging them to academic "risk taking" learning experiences. The venues through which research skills, presentation skills, group work skills, and the opportunity to work within their preferred learning styles include:
THE VICTORIAN ERA, THE COGNITIVE DOMAIN, STUDENT VENTURES IN GLOBAL TRADING, THE GEOGRAPHIC LENS

THE ARTS

DRAMA

Drama plays a major role in helping students build their confidence and increase their self-esteem. Students will be encouraged to express themselves freely and creatively. Drama is integrated throughout the curriculum with students creating their own drama skits and participating in other role-playing exercises.
A special drama course, working with a drama specialist, includes speeches, dramatic monologues, blocking and staging.

VISUAL ARTS

Art will be integrated into each theme and will incorporate many opportunities to work with different media and techniques (e.g. posters, collages, models, and painting).

MUSIC

The instrumental music class focuses on three main areas: fundamentals of playing the instrument, practical theory and music history

PHYSICAL AND HEALTH EDUCATION

The physical education programme encompasses a variety of sports: soccer, volleyball, basketball, football and badminton. Breathing techniques as well as movement exercises will be introduced to hone independent relaxation and overall wellness. Students will be evaluated on their levels of participation and attitude towards each sport in addition to overall progress and acquisition of skill. The health units will include a variety of early adolescence topics.

ENVIRONMENTAL AWARENESS

Throughout the year, we will focus on protecting the environment through **litterless lunches**, conserving our resources, and the four 'R's.

CLASS TRIPS
A variety of trips will be planned throughout the year to support the specific themes studied.

SOCIAL/EMOTIONAL DEVELOPMENT
Understanding, nurturing, concern and support is the key to developing and encouraging independent problem-solving skills and risk-taking in order to develop a strong self-concept and feeling of self-worth. This is promoted through regular small or large group meetings with the children.

EVALUATION
This is an ongoing process, including both formative assessment (observation of daily work, notes and homework, student-teacher conferences, process work, class participation, attitude towards learning) and summative evaluation (activities, projects, tests and quizzes, presentations, reports, speeches). A variety of methods will be used for assessing and evaluating knowledge and comprehension, application, thinking and inquiry and communication. Most importantly, it is critical for the child to be happy and feel that he/she is progressing and feeling successful, confident and self-assured.

ORGANIZATIONAL SKILLS
Students are encouraged to keep their desks neat and binders well organized; this will prevent things from getting lost and actively teach the children to become organized and responsible for their things.

STUDENT AGENDAS AND HOMEWORK
- Students record their homework in their agendas before starting any work.
- Some of the nightly homework will be completed in school as students are encouraged to use the 45 minutes of homework time effectively.
- Work to be completed at home will often include unfinished class work in a variety of subject areas, preparation for tests and quizzes, and completion of long-term assignments and reports.

HELPFUL HINTS
Please check your child's agenda and school bag each night. You may find notices from school, left over lunches or incomplete work or projects. Please help to encourage responsibility in remembering and completing homework.

CALENDAR
A calendar will be sent home at the beginning of each month. Please post the monthly calendar on the fridge, or where it is visible. Highlight due dates, tests, field trips, or other important events on the calendar.