

# Grade 6 - Course Overviews by Subject

## Term 1

### General Studies

#### **LANGUAGE ARTS:**

This term, in Language Arts, we have implemented a bulk reading program, which includes an ongoing dialogue between your child and me, through response journals. This program allows your child to read for pleasure while analyzing the reading material for content, characterization, style, and effect on the reader. This also helps me to understand your child, the person. Our study has also included proper use of grammar, comprehension, novel study, and note taking skills. Finally, an integral part of our Language Arts program is teaching the writing process. The children are also learning how to write a Scraphic Novel.

#### **MATHEMATICS:**

This term was initially spent reviewing the basic operations. Our first unit dealt with identifying patterns to clarify relationships. Our second unit focused on comparing numbers greater than one billion and decimals to the thousandths. Students also learned how to convert metric units. Our third unit deals with multiples, factors, prime and composite numbers. We also focused on a variety of methods used to solve mathematical problems.

#### **SOCIAL STUDIES:**

This term began with a review of mapping skills. We also discussed Canada's involvement in war efforts so that the students might have a better understanding of the Remembrance Day Service, which they led.

#### **SCIENCE:**

Our first unit was entitled, "The Diversity of Living Things". The students explored the concept of classification through an extensive study of the various kingdoms.

## **Judaic Studies**

In Grade 6 the Judaic Subject areas of Shabbat, T'fillah, Exploration of Prayer, Torah and Israel Studies are taught by the home room teacher. Grade 6 students will be taught about the Jewish holidays and Hebrew language in Hebrew through the Tal Am Program. The students are taught Hebrew in groups based on their learning style in additional language learning. This ensures that the pace and level of materials will help all students be successful. Until the end of February, students will be taking a course studying various elements of Shabbat and beginning in March, we will focus on the study of Mishnah.

### **Hebrew Language Arts (inclusive of Holiday Studies)**

#### Morah Sharona's Hebrew Language Class:

The Jewish Holidays are being taught in Hebrew using the Tal Am Program. For Rosh Hashana and Yom Kippur, the students studied Hilchot T'shuva (The laws of "Tshuva" or "Repentance") as set forth by the Rambam. They studied how to implement these laws in various situations. They discovered the laws' connections to the rules of proper behavior – not only during the high holidays, but throughout the year. The students read a story and analyzed a situation that called for change.

The study of the holiday of Sukkot focused on the Ushpizin (imaginary biblical guests) who we invite to our sukkah and on the important things we can learn from them. The students prepared a project on one of the seven Ushpizin. For Simchat Torah the students took part in the elementary Simchat Torah Assembly and led one of the Hakafot (parading with the Torah) with a traditional Hebrew song about the Torah.

#### Morah Sherry's Hebrew language class:

Using the program Chaverim B'ivrit, students focused on developing fluent and accurate oral reading skills. Reading comprehension is a prime focus. Students are working on answering questions about stories in complete sentences using appropriate syntax, both orally and in written form. They are acquiring vocabulary that would be used on a daily basis in Israel. Using this vocabulary, they are working on composing sentences that are descriptive and grammatically correct. Oral conversation is modelled and encouraged as they practice speaking about topics that would be used in daily life. The holidays are explored using project-based learning. Each student is given an aspect of the holiday where they research holiday customs and rituals and present their findings to the class.

### **Shabbat**

The students have begun learning about the meaning of Shabbat. As an introductory unit, the students did a personal exploration of some of the ways that they can incorporate Shabbat into their own lives. We also started to learn the prayers for the

Shabbat Shacharit (morning) Service and Torah Service in preparation for their role as prayer leaders at our upcoming February Shabbaton.

Torah - The Torah program for Grade 6 began with a review of the Book of Exodus studied in Grade 5 by writing about the main teachings that they learned from the Torah last year. We began our study of the book of B'Midbar, The Book of Numbers, by imagining the experience of B'nai Israel living in the desert in Biblical times through creative writing and art. We studied the first Parasha: B'Midbar and the organization of B'nai Israel's Camp in the Sinai Desert.

Parashat Hashavuah- Each week the students explore a theme of that week's Torah reading using text, video and commentaries on the weekly Parasha. The primary goal is to connect the Torah Portion to something meaningful and relevant in the student's current life.

### **Israel Studies**

We are studying the History of Israel based on the book "A Young Person's History of Israel". We began our study of the Modern State of Israel with an overview of Israel's place in the context of world history since the beginning of the formation of the geographic land of Israel until late the 1800's. We then explored why people chose to leave their homes in places like Russia and Europe to come to build a Jewish homeland. We studied the conditions in Pre-State Israel in the late 19th century.

## **Courses taught by Specialists**

### **Music**

In Term 1, students worked as a grade-wide choir to rehearse and present a joint Shabbat/Remembrance Day service, demonstrating their aptitude in both Judaics and vocal skills. We were immensely proud of their poise and talent during this collaboration. Next term, students can look forward to participating at the Misericordia Hospital's interfaith service, Celebration of Light, as well as studying the legacy of The Beatles.

### **Art**

Units: Canvas Painting, Self Portraits, Rosh Hashana Watercolour, Fall Canvas, Remembrance Day Collage, Dear Edwina Art, Pottery (Kiddush Cup), Glazing Pottery, Stationery Design for Dear Edwina

### **Physical Education**

This term students learned about safe behaviour, rules and positive social interaction in Phys. Ed. class. An appreciation for personal fitness was emphasized by establishing a routine of warm up exercises such as running laps, as well as a variety of strength and resistance activities. Cooperative activities brought attention to combining student efforts to achieve common goals. Motor skills focused upon include locomotion, sending/receiving, striking, and eye/hand and eye/foot coordination. These skills were reinforced through low organized games such as tag, soccer and ultimate. Students also participated in some modified volleyball games.

### **French**

Communication:

- Saying hello and good-bye to friends and adults
- Introducing yourself
- Saying where you're from
- Nationalities
- Introducing friends, family, and relatives
- Counting to 100
- Saying how old you are and finding out someone else's age

Culture:

- French names and families
- Increasing awareness of the Francophone world- Martinique, Quebec