



## SIXTH GRADE

Overview of Term 2

November 15<sup>th</sup>, 2019 – February 26<sup>th</sup>, 2020

We know that you are always seeking useful strategies that will effectively help your child *step it up* to their utmost potential and reinforce continuity between home & school. Therefore, we have created a new tool for Term 1, which provides **a snapshot** of *certain* key concepts that are to come within various subjects and suggestions for best practices. Understandably, certain concepts recur year after year with an increased level of expectations and complexity. Naturally, a steady progression occurs within each cycle. Term 2 is also a term where we continue to work on the concepts planned in the program while respecting the progression of learning.

East Hill Team

### General Tools

We encourage you to consult the following as they are useful tools for all subject areas!

[\\*Recommended Tool: How to Help Your Child Succeed](#)

[\\*Strongly Recommended: EMSB Virtual Library](#)

Please use your child's EMSB-assigned username & password when logging in to the virtual library. If you do not have this information, simply e-mail us at easthill@emsb.qc.ca.

### Français

Enseignantes: Madame Johanne, Madame Judith, Madame Veronica

#### Notions requises

#### Pratiques efficaces

À l'oral:

- Présentations spontanées
- Utilisation du français:
  - Participation en classe
  - Discussions en petit groupe
  - Improvisation

Lecture (non évaluée):

- Activités de compréhension de textes (*textes lus, vus et entendus*)
- Questions de repérage, d'inférence, en réaction au texte et de compréhension de vocabulaire
- Stratégies de lecture

Écriture:

- Occasions d'écriture variées et interdisciplinaires
- Grammaire/La phrase parfaite
- Conjugaison
- Auto-correction

- [Créer une continuité de français à la maison en écoutant des émissions télé](#) (min. 30 minutes) au moins une fois par semaine
- Après la période de [lecture obligatoire](#), avoir une discussion avec un adulte
- Utiliser tous les outils pertinents (dict., Besch.) pour compléter ses devoirs
- Connaître par cœur la conjugaison des verbes avoir, être, aller, aimer, et finir au présent
- Savoir appliquer les terminaisons de ces verbes + verbes vus en classe d'ici la fin de l'année (*Application gratuite suggérée* : [Conjugo](#))

## Géographie, histoire et éducation à la citoyenneté

Enseignantes: Madame Johanne, Madame Judith, Madame Veronica

### Notions à couvrir

- La société québécoise vers 1820

### Pratiques efficaces

- Bien établir un horaire d'étude
- Chercher des vidéos YouTube pour renforcer davantage son apprentissage
- [Voir brochure d'étude](#)
- Discuter et faire des liens entre les concepts appris pour aider à mémoriser les notions

## Science et technologie

Enseignantes: Madame Johanne, Madame Judith, Madame Veronica

### Notions requises

- Le corps humain/la reproduction
- L'univers physique
- Notre planète

### Pratiques efficaces

- Bien établir un horaire d'étude
- Chercher des vidéos YouTube pour renforcer davantage son apprentissage
- [Voir brochure d'étude](#)

## English Language Arts

Teacher: Mrs. Commodari, Mrs. Diane, Mrs. Melissa

### Key Concepts

- Practice Reading Response
- Storytelling presentations
- Continue Novel Studies
- Reading comprehension
- Practise writing skills

### Best Practices

- [Read aloud 15 mins/day](#)
- Begin to practise inferencing questions
- Write daily (journals, stories...)
- Begin to read between the lines

## Mathematics

Teacher: Mrs. Commodari, Mrs. Diane, Mrs. Melissa

### Key Concepts

- Continuing Fractions
- Review measurement conversions
- Review 4 operations (addition, subtraction, multiplication, division), whole numbers and decimals
- Order of operations

### Best Practices

- Basic facts (addition, subtraction, multiplication)
- [Practice multiplication & division tables \(0-12\)](#)  
\*Memorization is essential
- Review and redo past tests (especially application questions)
- Study Math notes past and present

<b>Music</b>	
Teacher: Mr. Simone	
<b>Key Concepts</b>	<b>Best Practices</b>
<p><i>Interpretation Piano Keyboard:</i></p> <ul style="list-style-type: none"> <li>• C and G position reading and playing in both hands</li> <li>• Posture and hand positioning</li> <li>• Warm-up exercises</li> <li>• C scale hands together</li> <li>• C Blues scale RH</li> <li>• Diatonic chords in the key of C</li> <li>• Synthesizer driven pop riffs/melodies</li> <li>• Blues riffs and improvisation</li> <li>• Improving on basic electric keyboard (Yamaha PSR E353) functions</li> <li>• Individual and enhanced group performance arrangements</li> </ul> <p><i>World Drumming:</i></p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Beginning performance technique on tubanos, claves, bells and shakers</li> <li>• Drum Set</li> <li>• Drum circle philosophy</li> <li>• Afro-cuban rhythms</li> <li>• North African rhythms</li> <li>• Fills and beginning improvisation</li> </ul> <p><i>Listening/Appreciation:</i></p> <ul style="list-style-type: none"> <li>• World &amp; popular music</li> <li>• Electronic music/instruments/history</li> <li>• Popular music instruments</li> <li>• Popular music culture influence in the 20th and 21th centuries</li> <li>• Popular song analysis</li> </ul>	<p><i>Interpretation-piano-world drumming:</i></p> <ul style="list-style-type: none"> <li>• Access to a piano or electronic keyboard at home will further enhance your child's classroom learning experience. However, it is not required for successful completion of classroom curriculum.</li> <li>• Virtual keyboard (<a href="http://www.apronus.com">www.apronus.com</a>) for identification of notes on the keyboard.</li> <li>• Use web musical games to reinforce concepts, e.g. note reading, rhythm, and musical terms.</li> <li>• World drumming rhythms can be practiced using body percussion.</li> </ul> <p><i>Listening:</i></p> <ul style="list-style-type: none"> <li>• Encourage listening to music. Discuss style, instruments, lyrics, emotions, opinions, etc.... Share your favourites with them.</li> </ul>

<b>Éducation Physique</b>	
Enseignante: Madame St-Pierre	
<b>Notions requises</b>	<b>Pratiques efficaces</b>
<p><i>Les principes d'action et les actions lors d'activités collectives dans un espace commun :</i></p> <ul style="list-style-type: none"> <li>• Nommer et faire des actions en situation offensive et défensive ex: Attaquer le but adverse, faire circuler l'objet, se démarquer...</li> </ul> <p><i>Les principes d'action et les actions lors d'activités collectives dans un espace distinct :</i></p> <ul style="list-style-type: none"> <li>• Nommer et faire des actions en situation offensive et défensive ex: Attaquer en projetant l'objet vers un espace libre dans le territoire adverse, protéger son territoire</li> </ul>	<ul style="list-style-type: none"> <li>• Être capable de jouer un match de mini-volleyball. Ex: <a href="https://www.youtube.com/watch?v=EIU9FDRm1GE">https://www.youtube.com/watch?v=EIU9FDRm1GE</a></li> <li>• Explications du jeu de mini-basket-ball: <a href="https://www.youtube.com/watch?v=yoHXgJk14UU">https://www.youtube.com/watch?v=yoHXgJk14UU</a></li> <li>• Defensive: <a href="https://www.youtube.com/watch?v=3CdaNe3b_8g">https://www.youtube.com/watch?v=3CdaNe3b_8g</a></li> <li>• Offensive: <a href="https://www.youtube.com/watch?v=yw7iVYgOc">https://www.youtube.com/watch?v=yw7iVYgOc</a></li> </ul>

<b>Media</b>	
Teacher: Mrs. Nadia	
<b>Key Concepts</b>	<b>Best Practices</b>
<p><i>Using Information &amp; Communications Technologies (ICT):</i></p> <ul style="list-style-type: none"> <li>• Use Typing Pal to help students with correct finger positioning</li> </ul> <p><i>Representing his/her literacy in different media:</i></p> <ul style="list-style-type: none"> <li>• Surveys and Graphs: Students design a survey that lists the various forms of Media commonly used. They conduct a study that compares and contrasts which forms adults prefer and which students prefer. Students record the information using a tally chart and then transfer the data in Excel to create a bar graph that depicts the information collected.</li> <li>• Students learn techniques of persuasion Advertisers use.</li> <li>• Students create a magazine cover whereby they are featured on the front page.</li> <li>• Students create a billboard advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Internet Safety &amp; Cyber Bullying (ex. Discussions when seeing ads to help deconstruct what is being seen &amp; felt.)</li> <li>• Discussions at home about advertising seen on TV, radio, billboards, etc.</li> <li>• <a href="#">Encourage child to use Typing Pal online</a></li> </ul>

<b>Italiano</b>	
Teacher: Signora Antonella	
<b>Key Concepts</b>	<b>Best Practices</b>
<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Inverno <i>Winter</i></li> <li>• Regioni e città italiane <i>Italian regions and cities</i></li> <li>• Agettivi – Nomi - Verbi <i>Adjectives – Nouns - Verbs</i></li> <li>• Invenzioni italiane famose <i>Famous Italian inventions</i></li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>• Produzione orale <i>Oral presentations</i></li> <li>• Dialogo <i>Reinforcement of dialogue</i></li> </ul> <p><i>Production:</i></p> <ul style="list-style-type: none"> <li>• Scrivere una canzone <i>Write a song</i></li> </ul>	<ul style="list-style-type: none"> <li>• Usare YouTube come strumento per l'esposizione alla lingua <i>Use YouTube as a tool for additional exposure to the language</i></li> <li>• <a href="#">Praticare con i genitori questi temi</a> <i>Review theme vocabulary with parents</i></li> <li>• <a href="#">Risorse di lettura utili</a> <i>Useful reading resources</i></li> <li>• Fare un dialogo con i nonni/ gioco di ruolo <i>Have a conversation with a grandparent/ role play</i></li> <li>• Riutilizzare delle nozioni grammaticali apprese in classe <i>Reinvest classroom learning by practicing grammatical notions at home</i></li> </ul>

<b>Ethics and Religious Culture</b>	
Teacher: Mrs. Luciana	
<b>Key Concepts</b>	<b>Best Practices</b>
<ul style="list-style-type: none"> <li>• Kwanza</li> <li>• Hanukah</li> <li>• New Year around the world</li> <li>• Black History</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a study schedule (study past &amp; present notes)</li> <li>• Search relevant YouTube videos to reinforce learning</li> </ul>