Mulgrave School
Grade 6 Programme
2014-2015
The MYP aims to enable students to:

- build upon their spirit of discovery to develop an understanding and an enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge, understanding and skills, and prepare for further learning
- recognise the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship
The three fundamental concepts of the MYP:

- holistic learning
- intercultural awareness
- communication
The IB Student Profile

Students are:
- Inquirers
- Thinkers
- Communicators
- Risk-takers
- Knowledgeable
- Principled
- Caring
- Open-minded
- Balanced
- Reflective

Students show:
- Curiosity
- Cooperation
- Creativity
- Independence
- Empathy
- Enthusiasm
- Appreciation
- Confidence
- Commitment
- Integrity
- Tolerance
- Respect
What is Inquiry?

- Concept driven
- Technology will be integral to our inquiries
- Based on teacher and student questions
- Makes connections to students prior knowledge
- Integrates relevant subjects and life experience
- Leaves learners wanting more!
Mathematics

The aims of MYP Math are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.
Science

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices
The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.
Design

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.
Visual Arts

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.
Individuals & Societies

The Aims of *Individuals & Societies* are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

Students will know and understand these concepts and content through exploration and investigations into *World History and Geography from the Neolithic to 7th Century.*

- The evolution of societies in different parts of the world was shaped by adaptation to local geographic and environmental conditions.
- Urbanization sparked economic specialization, trade networks, and technological developments.
- Cultural practices, institutions, and traditions which emerged during this early period continue to have a major influence on societies today.
- As complex societies emerged, new systems of power, authority, and government developed.
Performing Arts

The Aims of MYP Performing Arts 6 are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

Concepts: Through exploration and creation of various drama forms, strategies and skills students will be able to:

- use the creative process to explore a range of issues and responses
- create roles that are true to the drama
- use a variety of drama strategies and forms to make meaning through drama
- demonstrate collaborative skills during drama
- use voice and movement to interpret and communicate meaning
- participate in a variety of drama forms
- participate safely in drama activities
- compare themes and traditions in drama from a variety of cultural, social, and historical contexts
- identify various opportunities related to drama
- actively participate in drama performances
- apply established criteria to analyse their own and others’ performances
Life & Learning

Course Description:
The Life and Learning Skills 6 programme delivers the Ministry-mandated Health and Careers 6 curriculum, Learning to Learn Skills, and the Learning eFolio. Personal organisation, time-management and the effective maintenance of a homework agenda (online or paper) are also addressed through the Life and Learning Skills 6 programme.

Topics:
The topics are delivered through the IBO Learner Profile characteristics and linked to the areas of interaction: Approaches to Learning (ATL). Through the Life and Learning Skills 6 programme, students will reflect on their actions, developments and interests as individuals, and reflect on strategies for positive personal and professional development in the future. Students will attend workshops and guest speaker presentations periodically throughout the year.

Topics to be addressed include:
- Organisation (Study Skills)
- Decisions (Self-Advocacy)
- Health Education
- Career/Education Development
- Substance Misuse Prevention
- Critical Thinking
- Learning Styles
- Social Emotional Learning
ICT Core Beliefs

The effective use of ICT allows for...

- Greater opportunity for interactive communication
- Exchange of information through global collaboration
- Authentic learning
- Expansion of learning community
- Empowerment for all learners

Our Responsibility

- Develop positive, respectful and intelligent digital citizens
- Develop digitally literate students
- Develop a culture of trust vs control
ICT in Grade 6

Edublogs E-Portfolio

- Students create and maintain an electronic portfolio to document and share their learning journey
- Skills include: content creation and presentation, internet safety, creative copyright and credit, organization

Google Drive File Management & Collaboration

- Students create digital folders & binders to store all classroom materials, worksheets and handouts
- Students collaborate using Google Apps for Education
- Skills include: organization, self-management, planning
ICT Scope & Sequence

Common Sense Media is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.

Resources from Common Sense Media

- Advice Videos
- Common Sense Media Scope and Sequence
- Family Tip Sheets
- Family Media Agreement
- Customizable Device Contract
Physical Education

Teachers: Ms. Straub, Mr. Gardiner & Mr. Thomson

- All students in grade 6 will receive four P.E. classes per week.
- The material covered in physical education classes is based upon the provincial curriculum and MYP requisites.
- In addition to class activities, students may join co curricular sports teams.

First term
- soccer (boys only)
- cross country (co-ed)
- volleyball (girls only)

Second term
- basketball (co-ed)
- swimming (co-ed)

Third term
- rugby (co-ed)
- soccer (girls only)

- In physical education classes, the students are engaged in fitness activities working on improving their strength, flexibility and cardiovascular endurance. They participate in team sports (soccer, volleyball, basketball, and rugby), swimming, track and field, outdoor games (ultimate, California kickball) and in relays and races using various apparatus.

- Through the activities, students develop and improve their gross and fine motor skills, enhance their athletic creativity, work with a partner or on teams, learn about fair play, and sportsmanship.
Music

Instructor: Mr. Van de Reep

- All students in grade 6 receive two weekly music class lessons, as part of the Mulgrave programme of study.
- Material covered in the Comprehensive Music Courses is based upon the provincial and MYP curricula, supplemented by the teacher’s individual expertise and training.
- All students perform in the two large Jr. School concerts:
  - the G4-6 Winter Concert
  - the G4-6 Spring Concert
- Classroom activities will include:
  - Singing
  - Instrumental Playing: Percussion instruments, BYOI days (students can use any instrument they play: strings, piano, winds, brass, percussion etc.) Various instruments will be demonstrated and highlighted throughout the year.
  - Music Listening/Appreciation/Analysis/History
  - Music notation literacy, Theory, Composition, and Improvisation

Through the various activities, students are taught to develop their listening skills, their intellectual capacity for music and musical literacy, their creative expression through music, and their appreciation of music. A variety of traditions and genres will be covered within concept-focused units to build on existing knowledge and increase musicianship.

In addition to classroom music, students are highly encouraged to join co-curricular music ensembles:

- Choir (in which various styles of song are studied, incorporating movement where appropriate)
- Band (including a jazz band for grade 6 players with some experience)

Details are available from the ensemble directors, Mr. McLean or Mr. Steffens, respectively.
Grade 6 Mandarin

The first year of the MYP Mandarin programme provides the opportunity for students to analyse the language from a more cognitive perspective, by developing a greater understanding of Chinese character formation, language structure and syntax. Students increase their Chinese language skills while communicating ideas that centre upon aspects of the conversational themes presented. As IB learners, students strive to be inquirers, thinkers, communicators, risk-takers, and reflective. These attributes of the IB Learner Profile are continuously encouraged within the structure of the Mandarin programme. As part of Chinese language learning, legends, stories, history and cultural elements will be introduced as well.

Objectives:

- To build confidence in learning Mandarin tones and characters
- To develop good pronunciation and intonation
- To increase awareness of Chinese culture and its significance
- To stimulate creative thinking as a way of understanding a foreign language
- To use technology to communicate with others

Activities: Practice tones with hand gestures, flash cards to recognise characters, reading, recital, writing, assignments, discussions, individual and group presentations, role plays, research

Homework: Daily 15 min. (Revision of class activities, study of vocabulary/grammar/, reading, research, recital, etc.)

Quiz after each unit in oral and written.

Exchange Program: During Spring Break, grade 6 and up who have signed up will go to our sister school in China for two weeks.

Mandarin Club: Monday in term one, Wednesday in term two with Ms. Wei.

Friday afternoon paid class with another teacher outside of school starts at 2:30 if needed.
Grade 6 French

The first year of the MYP French programme provides the opportunity for students to analyse the language from a more cognitive perspective, by developing a greater understanding of French grammar and syntax. Students increase their French language skills while communicating ideas that centre upon aspects of the conversational themes presented. As IB learners, students strive to be inquirers, thinkers, communicators, risk-takers, and reflective. These attributes of the IB Learner Profile are continuously encouraged within the structure of the French programme.

Objectives:

To have fun, and to further develop a love of learning French by:

- Increasing listening, speaking, reading and writing skills through individual and collaborative projects;
- Developing a good general knowledge and appreciation of French culture in Canada and the world;
- Stimulating creative thinking as a way of understanding and communicating in an additional language;
- Expressing ideas in a variety of formats, including the use of technology and external resources.

Activities: Listening, speaking, reading and writing, activities, including discussions, individual and group presentations, reading activities, role plays, dialogues, grammar analysis, and UOI-based projects.

Homework:

- Students will occasionally be asked to complete an assignment at home, or to memorise grammar points that have been introduced in class. Oral and written language will be monitored and practised together during French class time for maximum error correction.
Daily Routines

- Homework is an extension of work that is done in class. It will look different in different subjects and as the year progresses.
- Homework is the students’ responsibility and teachers will help them to develop the tools they need to organise their workload. Different strategies suit different students. Teachers will begin a dialogue with students and parents if homework is not completed.
- Co-curricular Activities and balanced schedules: Many students have extremely busy schedules outside of school hours. We will do our best to help students manage their assignments, balance their workload and maintain a positive outlook about the programme.