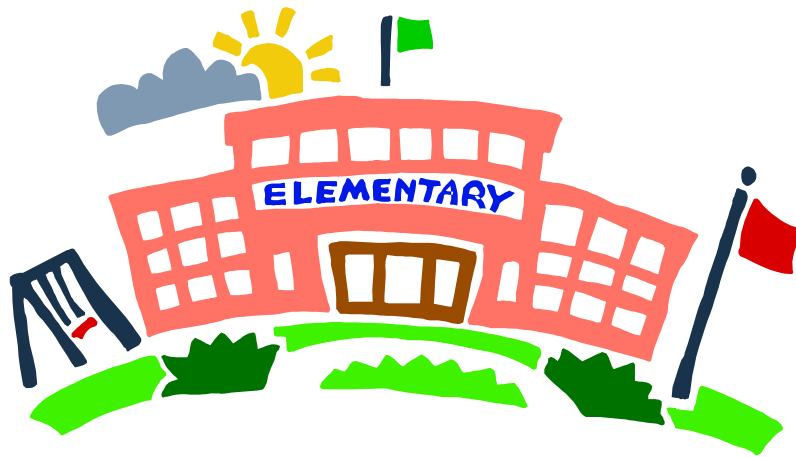


WillowWood School  
Curriculum Outline 2009-2010

LYNETTE'S CLASS



**WillowWood School  
Curriculum Outline 2009-2010**



**Philosophy**

At WillowWood School we believe that we are responsible for developing a range of instructional strategies based on sound learning theory. We recognize the need to address different student needs and to bring enthusiasm and a variety of teaching approaches to the classroom. We understand the importance of perseverance and we make every reasonable attempt to ensure that sound learning occurs for every student. We try to instill in every student the understanding that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that our programme can foster.

**Expectations:** WillowWood is visited by an Inspector of Education biannually. The purpose of these visits is to ensure that we maintain our high standard of education and at the same time achieve the objectives that have been prescribed by the Ministry of Education. These objectives have been reviewed and are now known as 'Expectations.' Our lessons are planned with these expectations in mind. The classroom teacher chooses a theme that serves as a vehicle to reach the planned expectations. These themes provide an integrated approach to teaching Language Arts, Social Studies, Science, French, The Arts, Computer, Physical Education and Mathematics.

**ADDITIONAL PROGRAMMES**

At WillowWood we recognize that not all students learn in the same way. We pride ourselves in offering individualized programme delivery to meet the specific needs of our students within a fully integrated classroom. Some students require intervention, others do not. When a student requires more intensive intervention, enrichment or remediation, we implement certain programmes that facilitate the learning process for them. When students receive such programming, it is indicated with the words 'modified' or 'enriched' beside their grade placement, for example: Grade 3 Modified. Modifications include:

- 1) Access to specialty programmes: a) Lexia Reading Programme; b) Direct Instruction; c) Reasoning and Writing Skills Programme; d) Remediation Plus; e) Barton Reading Programme; f) WillowWood's Academic Support Programme;
- 2) 2) In-class modifications: focus on visual learning, focus on auditory learning, reteaching and overlearning of concepts, use of computer for language processing, scribing, use of voice-recognition technology, repetition of instructions, homework website monitoring, assignment modification for complexity, evaluation and length, preferred seating, time extensions, alternative assignments, oral backups for tests, rewriting of tests and time extensions.
- 3) Enrichment: enriched pod placement; alternative assignments, and assignments enriched for complexity.

## LANGUAGE ARTS

The language programme is organized into three strands, which correspond to the three main areas of language use: Writing, Reading, Oral and Visual communication. The programme is designed to develop a range of essential skills in spelling and grammar; an appreciation of literature and the ability to respond to it; and skills in using oral language accurately and effectively.

### READING 6

At WillowWood we understand that reading is a complex process. It involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one's store of knowledge and experience. It also involves using various strategies, or methods, to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear. In order to become independent and fluent readers, students need to read frequently and to develop the skills used in reading for different purposes.

#### Texts and Programmes:

Reading Mastery 6A,B

Lexia

Novel Studies: The Scarecrow Walks at Midnight (Graphic novel study) by R.L. Stine,  
Brian's Hunt by Gary Paulsen, The Werewolf of Fever Swamp by R.L. Stine

Direct Instruction: Reading Comprehension

#### OVERALL EXPECTATIONS

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

#### SPECIFIC EXPECTATIONS

- 1.1 read a wide variety of texts from diverse cultures, including literary texts
- 1.2 identify a variety of purposes for reading and choose reading materials for those purposes
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- 1.5 develop interpretations about texts using ideas to support their interpretations
- 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to familiar texts, and to the world around them
- 1.7 analyse increasingly complex texts & explain how different elements contribute to meaning
- 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views
- 1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives
- 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth
- 2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts

- 2.3 identify a variety of text features and explain how they help readers understand texts
- 2.4 identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs, dialogue - and explain how they help communicate meaning
- 3.1 automatically read and understand most words in a range of reading contexts
- 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues.
- 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose
- 4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers
- 4.2 explain how their skills in listening, speaking, writing, viewing, and representing help them understand what they read

## **WRITING 6**

### **Texts and Programmes:**

Spelling Mastery E,F

Language Power D

Kidspiration

Direct Instruction: Reasoning and Writing Skills

Handwriting Without Tears

In our Writing Program students learn to:

### **OVERALL EXPECTATIONS**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### **SPECIFIC EXPECTATIONS**

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary
- 2.1 write longer and more complex texts using a wide range of forms
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest
- 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences
- 2.5 identify their point of view and other possible points of view; determine if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate
- 2.6 identify elements in their writing that need improvement, using feedback from the teacher and peers, with a focus on supporting details and precise language
- 2.7 make revisions to improve the content, clarity, and interest of their written work
- 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations
- 3.1 spell familiar words correctly

- 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.3 confirm spellings and word meanings using a variety of resources appropriate for the purpose
- 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences
- 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns, indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- 3.8 produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)
  - 4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers
  - 4.2 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

## **MEDIA LITERACY 6**

### **OVERALL EXPECTATIONS**

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

### **SPECIFIC EXPECTATIONS**

- 1.1 explain how a variety of media texts address their intended purpose and audience
- 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations
- 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
- 1.4 explain why different audiences
- 1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal
- 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded
- 2.1 describe in detail the main elements of some media forms
- 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience
- 3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose
- 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice
- 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the techniques to help communicate their message
- 3.4 produce a variety of media texts for specific purposes and audiences
- 4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
- 4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

## ORAL COMMUNICATION 6

### OVERALL EXPECTATIONS

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### SPECIFIC EXPECTATIONS

- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening
- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in
- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning
- 1.4 demonstrate an understanding of the information and ideas
- 1.5 interpret oral texts by using stated and implied ideas from the texts
- 1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information
- 1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives
- 1.9 identify a variety of presentation strategies used in oral texts
- 2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form
- 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and group discussions
- 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information
- 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended
- 2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately to help communicate their meaning
- 2.6 identify a variety of non-verbal cues, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
- 2.7 use a variety of appropriate visual aids to support or enhance oral presentations
- 3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
- 3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

## MATHEMATICS

### Text and Program:

- Everyday Math Reference Book 6
- Everyday Math Journal 1 and 2
- Everyday Math Study Link 6
- Complementary resource materials

## NUMBER SENSE AND NUMERATION

Recognize and read numbers from 0.001 to any number greater than 1 000 000;  
Read and write whole numbers and decimals in standard and expanded forms;  
Order fractions and decimals on any number line;  
Represent the place value of whole numbers and decimals from 0.001 to 1 000 000 using concrete materials, drawings, and symbols;  
Compare and order whole numbers and decimals from 0.001 to 1 000 000 using concrete materials, drawings, and symbols;  
Multiply whole numbers by 0.1, 0.01, and 0.001;  
Mentally multiply decimals by 1000;  
Mentally divide decimals by 100;  
Explain processes and solutions with fractions and decimals;  
Identify & describe the characteristics of multiples & factors, composite and prime numbers, to 100;  
Identify the use of number in various careers;  
Identify, interpret, and evaluate the use of numbers in the media;  
Relate fractions to decimals, percents, rates, and ratios using concrete materials/drawings/symbols;  
Demonstrate an understanding of ratio;  
Compare and order mixed numbers and improper fractions with unlike denominators using concrete materials, drawings, and symbols;  
Explore the relationships between fractions, decimals, and simple percents using a calculator, concrete materials, and drawings;  
Use skip counting to assist in solving questions about factors and denominators;  
Read and write decimal numbers to thousandths;  
Identify real-world applications of integers (e.g., reading below-zero temperatures);  
Estimate and calculate percent (e.g., find the percent of blue balls in a box);  
Multiply and divide numbers using concrete materials, drawings, and symbols;  
Recall multiplication and division facts and use them to estimate;  
Use mental computation strategies to solve number problems;  
Justify the choice of method for calculations eg. estimation, mental computation, concrete materials)  
Select operations and solve multi-step problems involving whole numbers and decimals with and without a calculator;  
Add and subtract decimal numbers to thousandths using concrete materials, drawings, and symbols;  
Multiply and divide decimal numbers to thousandths by a one-digit whole number;  
Use the correct order of operations when solving number sentences;  
Pose problems involving whole numbers, decimals, and percents, and solve them using the appropriate calculation method: pencil and paper, or calculator or computer;  
Explain their thinking when solving problems with whole numbers, fractions decimals;  
Solve simple rate and ratio problems.

## **MEASUREMENT**

Use prefixes in the metric system correctly;  
Select the most appropriate standard unit;  
Determine the relationship between linear, square, and cubic units;  
Describe the relationship between a 12-hour clock and a 24-hour clock;  
Represent amounts of money under \$100 using the small coins and bills;  
Read and write money values to \$10 000;  
Estimate and count amounts of money to \$10 000, using a calculator;  
Make simple conversions between metric units (e.g., metres to km, g to kg);  
Select among commonly used SI units of length, mass, capacity, area, and volume;  
Relate time and distance and speed: kilometres per hour;  
Relate dimensions of rectangles and area to factors;  
Understand the relationship between the area of a parallelogram and the area of a rectangle, between the area of a triangle and the area of a rectangle, and between the area of a triangle and the area of a parallelogram;  
Estimate and calculate the area of a parallelogram & the area of a triangle, use formula;

Understand the relationship between area and lengths of sides and between perimeter and lengths of sides for squares, rectangles, triangles, and parallelograms;  
Sketch a rectangle, square, triangle, or parallelogram given its area and/or perimeter;  
Estimate and calculate the volume of rectangular prisms;  
Develop rules for calculating the volume of rectangular prisms, and generalize rules;  
Determine the relationship between milligrams, grams, and kilograms

## **GEOMETRY AND SPATIAL SENSE**

Identify nets for a variety of polyhedra from drawings by visualizing the two-dimensional faces of the three-dimensional figures;  
Design nets of cubes and pyramids using grid and isometric dot paper;  
Sketch the net for a three-dimensional figure by looking at a three-dimensional figure;  
Build a figure with interlocking cubes and use isometric dot paper to record design;  
Sort regular polygons according to the number of lines of symmetry & order of rotational symmetry;  
Classify two-dimensional shapes according to angle and side properties;  
Demonstrate an understanding of similar and congruent figures;  
Demonstrate congruence of figures by measuring angles & sides and matching corresponding parts;  
Construct two-dimensional shapes with more than one line of symmetry;  
Estimate the size of angles within a reasonable range;  
Construct a variety of 2-dim.shapes given specific measures of angles and sides;  
Use a computer application to explore and extend geometric concepts;  
Use mathematical language to describe geometric;  
Recognize and describe in mathematical language the occurrence and application of geometric properties and principles in the everyday world;  
Visualize and describe the effect of translations, reflections;  
Apply and analyse translations, reflections, and rotations in a variety of geometric contexts;  
Construct tiling patterns to cover a plane;  
Demonstrate an understanding of coordinates in a Cartesian plane in the first quadrant and plot points.

## **PATTERNING AND ALGEBRA**

Recognize relationships and use them to summarize and generalize;  
Identify, extend, and create patterns that identify changes in terms of two variables;  
Describe patterns encountered in any context and make models of the patterns  
Identify and extend patterns to solve problems in meaningful contexts;  
Use a calculator and computer applications to explore patterns  
Pose and solve problems by recognizing a pattern;  
Analyse number patterns and state the rule for any relationships;  
Discuss and defend the choice of a pattern rule;  
Given a rule expressed in mathematical language, extend a pattern;  
State a rule for the relationship between terms in a given data table of values and graph the relationship in the first quadrant;  
Determine the value of a missing term or factor in simple formulas

## **DATA MANAGEMENT AND PROBABILITY**

Design surveys, organize the data into self-selected categories and ranges, and record the data on spreadsheets or tally charts;  
Evaluate and explore how data is collected and how it represents the population;  
Explain how the choice of intervals affects the appearance of data;  
Calculate the median of a set of data;  
Recognize that different types of graphs can present the same data differently;  
Construct line graphs, bar graphs, and scatter plots both by hand and by using computer applications;  
Make inferences based on the analysis of tables, charts, and graphs;

Connect the possible events and the probability of a particular  
Examine experimental probability results in the light of theoretical results;  
Use tree diagrams to record the results of systematic counting;  
Show an understanding of probability in making relevant .

## Science and Technology 6

### Texts:

Teacher assembled units on:

*Biodiversity, Flight, Electricity and Electrical Devices, and Space.*

By the end of Grade 6, students will:

Demonstrate an understanding of how the classification systems are used to understand the diversity of living things/ interrelationships among living things;

Investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation);

Describe ways in which classification systems can be used in everyday life

Demonstrate an understanding of the properties of air (e.g., air and other gases have mass) and explain how these can be applied to the principles of flight;

Investigate the principles of flight and determine the effect of the properties of air on materials when designing and constructing flying devices;

Identify design features (of products or structures) that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices.

Demonstrate understanding that electrical energy can be transformed into other forms of energy;

Design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy;

Identify uses of electricity in the home and community and evaluate the impact of these uses on both our quality of life and the environment.

Demonstrate an understanding of different kinds of motion

Design and make mechanical devices, and investigate how mechanisms change one type of motion into another and transfer energy from one form to another;

Identify modifications to improve the design of systems that have mechanisms that move in different ways.

Demonstrate an understanding of the patterns of change observable on earth as a result of the movement of the different bodies in the solar system (e.g., solar and lunar eclipses,

tides, phases of the moon, position of the constellations) and of the physical characteristics of the different components of the solar system;

Investigate, using models, the relationship between the sun, earth, and moon, the patterns of change observable on earth that result from the movement of these bodies, and the physical characteristics of the different parts of the solar system

Describe technological and scientific advances that enable humans to study space, and explain how these advances have affected the quality of life on earth.

## **Social Studies 6**

### **Texts:**

Discovering First Peoples and First Contacts

Discovering Canada's Trading Partners

### **Heritage and Citizenship: Grade 6 – Aboriginal Peoples and European Explorers**

Identify ways in which the environment molded Canadian Aboriginal cultures;

Identify early explorers and describe their impact on the development of Canada;

Demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.

### **Canada and World Connections: Grade 6 - Canada and Its Trading Partners**

Describe the ways in which Canada is connected to the rest of the world through trade;

Identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;

Describe Canada's connection to the United States and at least one country from another region of the world.

## **French 6**

### **Text:**

Teacher assembled units

French Express Intro

French Express Workbook

### **Oral Communication**

Ask and answer simple questions using complete sentences (e.g., *Quelle est ton adresse?*);

Use appropriate pronunciation, liaison (e.g., *nous- avons*), intonation, and language in familiar contexts;

Respond to oral texts (e.g., answer questions from a tape);

Give an oral presentation of ten to fifteen sentences in length (e.g., the results of a survey);

Make revisions to oral language in form, content, and organization (e.g., add details, change the order of words), using appropriate resources and feedback from the teacher and their peers.

### **Reading**

Read at least nine simple passages or stories (e.g., pamphlets, booklets);

Participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation;

Read and produce simple, structured responses that convey understanding of written text (e.g., arrange sentences in proper sequence, illustrate a few sentences);

Identify the main idea and a few supporting details;

Use various reading strategies to determine meaning (e.g., the glossary at the back of a book, various dictionaries).

### **Writing**

Write sentences and questions that contain learned vocabulary and familiar language structures;

Write in different forms (e.g., paragraphs, dialogues, directions);

Write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets);

Use and spell the vocabulary appropriate for this grade level.

## **Health and Physical Education 6**

### **Healthy Eating**

Determine the influence of various factors (e.g., the media, family traditions, allergies) on personal food choices, body image, and self-esteem;

Analyse personal eating habits in a variety of situations (e.g., at home, in school, in restaurants);

Describe the benefits of healthy eating for active living;

## **Growth and Development**

Relate the changes at puberty to the reproductive organs and their functions;

Apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;

## **Substance Use and Abuse**

Describe the short- and long-term effects of cannabis and other illicit drugs;

Determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;

Identify people and community agencies that support making healthy choices regarding substance use and abuse.

## **Locomotion/Travelling Skills**

Perform a combination of locomotion/ travelling skills using equipment (e.g., navigating through obstacle courses, skiing, skating);

Demonstrate a variety of running techniques (e.g., sprints, cross-country runs);

## **Manipulation Skills, and Stability Skills**

Kick balls of various sizes and shapes for distance and accuracy (e.g., punt a football, kick a soccer ball);

Throw an object overhand or side arm, using the dominant hand, to a target or a partner for distance and accuracy;

Demonstrate goal-tending skills (e.g., blocking, trapping, catching, clearing) with or without a piece of equipment;

Jump for height (e.g., vertical wall jump);

Perform locomotion/travelling and stability skills in combination (e.g., use a sprint approach and jump for distance, as in long jump);

Perform a variety of springing actions (e.g., spring into vertical rotations such as quarter-turns on the floor or springs to mounts on equipment).

## **The Arts 6**

### **Music 6**

In Grade 6 the students are introduced to the ColorKeys method of learning to play music. This state-of-the-art, easy-to-use program teaches students practical skills in a fun way. Jamie, the ColorKeys instructor guides the students through the lessons. Students will review and learn about the basic musical concepts of beat, rhythm, pitch, tempo, timbre and dynamics. Students learn to use some basic musical vocabulary and terminology so that they can communicate their responses to different types and styles of music. They learn more about the musical staff, the

treble clef and lines and spaces that represent particular pitches (i.e. building upon their ability to read standard musical notation). They will play tunes on their keyboards as well as sing.

By the end of Grade 6, students will:

- Demonstrate an understanding of the basic elements of music specified for this grade see below) through listening to, performing, and creating music;
- Use and play instruments with expression and proper technique (e.g., with correct breathing, posture, embouchure);
- Use correctly the musical terminology associated with the expectations for grade 6;
- Read and perform from musical notation;
- Identify and perform music from various cultures and historical periods;
- Communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

### **Visual Arts 6**

By the end of Grade 6, student will:

- a) Apply the creative process to produce art works in a variety of traditional 2 and 3 dimensional forms, as well as multimedia art words, that communicate feelings ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;
- b) Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences;
- c) Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

### **Drama and Dance 6**

By the end of Grade 6, student will:

- a) Apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas and multiple perspectives;
- b) Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences;
- c) Demonstrate an understanding of a variety of drama and dance and theatre forms, traditions and styles from the past and present and their sociocultural and historical contexts.
- d) Apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas;
- e) Communicate their feelings, ideas, and understandings in reponse to a variety of dance pieces and experiences;

## **ADDITIONAL SUPPORT PROGRAMS**

**The Corrective Reading-Comprehension Program** is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

**The Reasoning and Writing Program** is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

**Lexia** is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

**Remediation Plus** is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

### **Assistive Technology Program**

WillowWood's Software Strategies Program is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.