

# Welcome to Grade 6

With Ms. Chow (6-3)



The session will start at  
3:30pm

Thank you!

# Sessions (Grade 6)

3:15-3:25: Homeroom Presentation (Primary & PG1)

**3:30-3:40: Homeroom Presentation (Junior)**

3:45-4:00: PE and Music Presentation

4:05-4:15: International Language Presentation

# Emily Chow

- I am from Alberta, Canada.
- I am a certified teacher in Alberta and Ontario Canada, and Hong Kong.
- This is my 8th year teaching and 2<sup>nd</sup> year teaching Grade 6 at DSC International School.
- I enjoy drawing, graphic design, cooking, and video games.
- Email: [e.chow@dsc.edu.hk](mailto:e.chow@dsc.edu.hk)



# Homeroom Teachers

Ms Sparling 6-1	Ms Tang 6-2	Ms Chow 6-3 (Math, Science, Art)	Mr. Shum 6-4 (Literacy, Social Studies, Drama/Dance)
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The Grade 6 homeroom teachers work together to create units and assessments.

This ensures consistency across homerooms.

# Program Teachers

**Mr. Lem**

Physical Education

**Mrs. Kirk**

Health

**Ms Law**

Music

**Mrs Gado**

ESL Level 1

**Mrs Tedstone**

ESL Level 2

# International Language

**Ms Bi**

Putonghua  
Beginner

**Ms Yip**

Putonghua  
Intermediate

**Ms Wan**

Putonghua  
Advanced

**Ms Yan**

Putonghua First  
Language

**Ms Laurin**

French

**Ms Shojiue**

Japanese



# Grade 6

## Curriculum and Evaluation

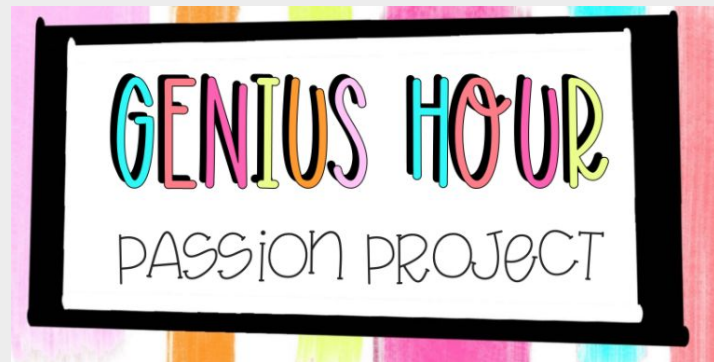
# Genius Hour

Genius Hour allows students to explore their own passions and interests during class time!

Students are encouraged to creatively solve a problem, explore an interesting topic, and answer a question during a set time at school.

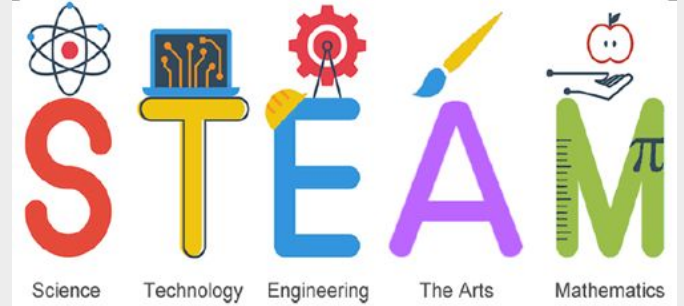
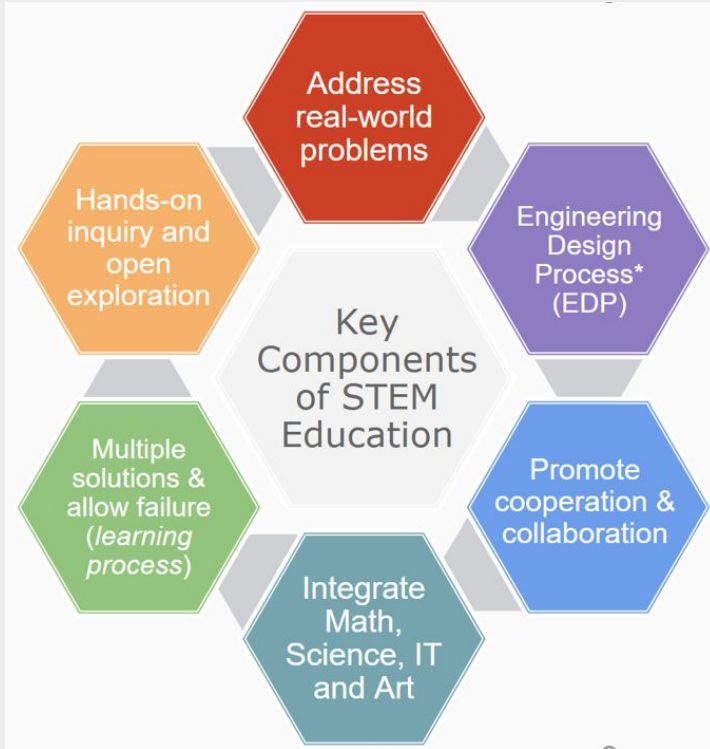
During Genius Hour, students will choose a passion project of their choice, and will spend several months learning more in order to solve an essential question.

Genius Hour uses a question-based approach to allow students to take part in the inquiry process in order for their learning to become more meaningful.





# STEAM





# Language - English

→ Balance of guided, group, and individual activities

→ Novel Study: *Escape From Mr. Lemoncello's Library*

→ Units of study focus on Reading, Writing, Oral Communication, and Media Literacy





# Math

## Strands of Math:

- Number Sense
- Spatial Sense
- Patterning and Algebra
- Data Management
- Financial Literacy
- Coding





# Social Studies

## **Term 1: Heritage and Communities**

→ Social Studies Thinking Concepts, Reasons for Migration, Features of a Communities, Inclusiveness and Identity

## **Term 2: Global Community**

→ United Nations, Human Rights, World Health, Global Trade





# Science

## Units of Focus:

*Term 1:*

→ Electricity

→ Space

*Term 2:*

→ Biodiversity

→ Air and Flight





# The Arts

## Visual Arts

- Elements of Art, Shading Techniques, Colour Theory, Digital Art, Design Process, Reflecting on Skills as an Artist

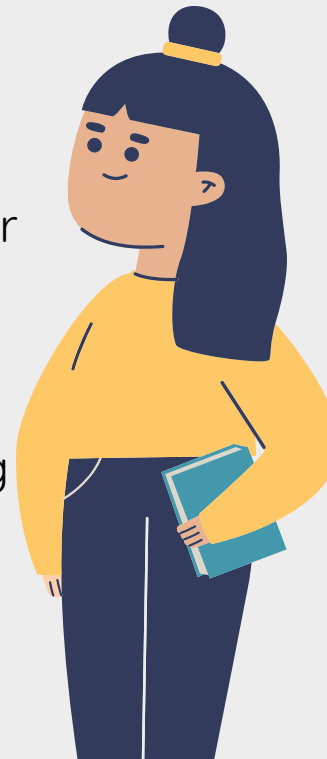
## Drama [Term 1]

- Elements of Drama, Focus on Developing a Character in a Variety of Skits/Short Plays, Reflecting on Skills as a Performer

## Dance [Term 2]

- Elements of Dance, Learning Choreography, Creating Choreography, Reflecting on Performances

## Music\*



# Example Rubric - Science Project

	Level R	Level 1	Level 2	Level 3	Level 4
<p><b><u>Knowledge</u></b> I understand and explain the threat.</p>	You do not demonstrate an understanding of threats to biodiversity.	You demonstrate a limited understanding of threats to biodiversity.	You demonstrate some understanding of threats to biodiversity.	You demonstrate considerable understanding of threats to biodiversity.	You demonstrate a thorough understanding of threats to biodiversity.
<p><b><u>Thinking</u></b> I identify and explain how human activity negatively affects biodiversity.</p>	You are unable to use critical thinking skills to identify how human impact affects biodiversity.	You use critical thinking skills with limited success.	You use critical thinking skills with some success.	You use critical thinking skills with considerable success.	You use critical thinking skills with a high degree of success.
<p><b><u>Application</u></b> I give several suggestions about how to help this problem. I explain in detail.</p>	You do not effectively apply your understanding of threats.	You apply your understanding of threats with limited effectiveness.	You apply your understanding of threats with some effectiveness.	You apply your understanding of threats with considerable effectiveness.	You apply your understanding of threats with a high degree of effectiveness.
<p><b><u>Communication</u></b> I clearly express my ideas. I use Science vocabulary.</p>	You do not effectively communicate.	You communicate with limited effectiveness.	You communicate with some effectiveness.	You communicate with considerable effectiveness.	You communicate with a high degree of effectiveness.

# Subject Evaluation

## Knowledge and Understanding

-subject specific content.

## Thinking

-using critical/creative thinking skills to plan, create, reflect, and problem solve.

## Communication

-conveying meaning through various forms.

## Application

-applying knowledge and making connections



# Subject Evaluation

Students are assessed using rubrics.

**Rubrics have the following levels:**

**Level 4** - Exceeds Provincial Standards

**Level 3** - Meets Provincial Standards

**Level 2** - Approaches Provincial Standards

**Level 1** - Falls Below Provincial Standards

**Level R** - Students has not demonstrated the required skills, additional learning required.



# Curriculum

Here at DSC International, we follow the  
**Ontario Curriculum Expectations.**

If you would like to see these expectations online, you  
can go to

<http://www.edu.gov.on.ca/eng/curriculum/elementary/>

# Learning Skills and Work Habits

There are six learning skills and work habits. These are evaluated separately from subject marks.

1. Responsibility
2. Organization
3. Collaboration
4. Independent Work
5. Initiative
6. Self-Regulation

# Important Notes



## Homework

- Work not finished in class
- Study/Review
- Read - 20 minutes each night



## Laptops

- Must have a working camera and microphone.
- Headphones need to be at school each day.
- Please charge laptop each night.



## Expectations

- English used as common language
- Keep hands to self
- Active participant in the learning process
- Progressive Discipline Policy

# Online Learning Platforms

## Google Classroom



Classroom for each subject containing lesson resources, activities, assessments, homework, and other important information.

## Classroom Websites

weebly



Contains announcements, class schedule, homework, class social media, and other information.

## Online Lessons



Google Meet

If we need to move to online learning, we will use Google Meet for our lessons.  
The link will be shared with students in our group chat room on Gmail.

# Tips to Help Your Child

- Review resources on Google Classroom together.
- Ask your child questions about what they are learning.
- Ask your child to show you their work on a regular basis.
- Review feedback given by the teacher together.
- Limit/monitor screen time for non-school purposes
- Encourage your child to get involved (extra-curriculars, House Program Challenges)

# Credits



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