



Canadian International School of Hong Kong



Grade 6 2017-2018 Grade Level Guide

*To inspire excellence, cultivate character,
and empower engagement locally and globally*

Welcome to Grade 6!



Dear Parents and Students of Grade 6,

Welcome to Grade 6 and a new school year at CDNIS!

Grade 6 is an exciting year for students as learners and youth. Not only might you begin to see your child go through physical changes but they will also become more independent and responsible as they prepare for the PYP Exhibition.

As a team of teachers, we work collaboratively to plan an array of engaging opportunities for your children throughout the year. From transdisciplinary units to field trips and camp and from service learning to

robotics to the Exhibition and the Grade 6 Celebration. We work hard as a group and then celebrate our successes at the end of the year!

This guide is a framework to inform you about your child's learning. Teaming with you to grow the students as learners and young people is a wonderful opportunity and one we take on wholeheartedly. We encourage you to ask them questions and engage with them about their inquiries, reading and action. Should you have any questions, please feel free to approach us directly as homeroom teachers.

We look forward to a great year of opportunity, fun and growth with all Grade 6 students.

Grade 6 Team

Subject Area	Name	Email
Class Teacher	Sajinda Polawski (6A)	sajindapolawski@cdnis.edu.hk
Learning Leader	Susie Heinrich (6B)	susieheinrich@cdnis.edu.hk
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Class Teacher	JoAnne Sandul (6D)	joannesandul@cdnis.edu.hk
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Visual Arts	Aly Trezise	alisontrezise@cdnis.edu.hk
Performing Arts	Kim Butler Carole Saunders (Dance)	kimberlybutler@cdnis.edu.hk carolesaunders@cdnis.edu.hk
PE	Marc Steiner (6A,6B,6C) Justin Wah (6D, 6E)	marcsteiner@cdnis.edu.hk justinwah@cdnis.edu.hk
Mandarin Learning Leaders	Christina Wu (Lang. A) Karen Kee (Lang. B)	christinawu@cdnis.edu.hk karenkee@cdnis.edu.hk
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IB Learner Profile



As an IB World School, CDNIS offers all three of the main IB programmes. They are linked by the IB philosophy and the common usage of the Learner Profile, a framework of ten learner attributes that represent the core attitudes and values we strive to develop in our students. These qualities and traits are an essential component of the CDNIS mission and vision to inspire excellence across our whole learning community.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The PYP at CDNIS



The Lower School at CDNIS offers the Primary Years Programme (PYP) from the International Baccalaureate (IB), which has been developed for schools around the globe for students 3-12 years of age. The PYP draws on research and best practices from a range of national systems and international schools to create a relevant, engaging and challenging educational framework for all children. Its constructivist view of learning is supported by the latest neuroscience research. In short, CDNIS provides a future-ready education for your child.



Five Essential Elements

The curriculum framework is based on five essential elements: concepts, knowledge, skills, attitudes and action. These five elements are transdisciplinary and implemented through an inquiry-based, concept-driven pedagogy. The PYP strives to develop an internationally minded person who embraces the joy of learning throughout their lives.

Grade 6 Expectations

Expectations

Grade 6 is an important year; not only is it the final year of the Lower school but it is the year of the PYP Exhibition (PYPX). When students pull together and tap into all the social and academic skills they have acquired during their PYP years. We spend the first seven months during our Learning to Learn and Digi-time reviewing PYP concepts and digital skills the students will require during the PYPX. These skills are then integrated throughout our units.

We also encourage increased levels of independence and responsibility. We don't just tell kids to be responsible; we consistently try to give them strategies to help them be successful. Similarly, students regularly work in groups to enhance teamwork, looking at group roles and ways to effectively manage roles within a group dynamic.

Our goal is to ensure Grade 6 students are leaders of the Lower School by:

- Modeling positive and respectful behavior (IB Learner Profile)
- Being responsible and independent
- Being effective team players
- Being respectful of all people and their environment



ESSENTIAL AGREEMENTS

In Grade 6, each class collaboratively agrees to a set of essential agreements. These are created, reviewed, agreed-upon by the students and the teacher. They are then published and publicized in classrooms as reminders of appropriate behavior.



HOME LEARNING

Our hope is that home learning enhances the classroom programme and reinforces the concepts learned in class. It should be a positive experience for the students. It is not an assessment. Parents are encouraged to discuss their child's home learning with him/her and, when needed, support in the learning process.

Programme of Inquiry

<p>WHO WE ARE 21 Aug - 14 Sept</p> <p>Central Idea: Developing self awareness can build character and healthy relationships.</p> <p>Lines of Inquiry: Factors that influence a sense of self How self-awareness shapes character How self awareness and responsibility can lead to healthy relationships</p>	<p>HOW WE ORGANIZE OURSELVES 18 Sep - 27 Oct</p> <p>Central Idea: Systems that harness, store and distribute energy have been created to meet human demands.</p> <p>Lines of Inquiry: How human needs have influenced the supply and demand of energy Energy and the work it can do How systems manage and control energy</p>	<p>WHERE WE ARE IN PLACE AND TIME 30 Oct - 30 Nov</p> <p>Central Idea: Throughout time, economic activities have impacted local and global communities</p> <p>Lines of Inquiry: Economic transactions and how they have changed over time Factors that have influenced the development of economic activity How present day society can be impacted by economic activities</p>
<p>HOW THE WORLD WORKS 4 Dec - 2 Feb</p> <p>Central Idea: Scientific inquiry helps us understand the physical world.</p> <p>Lines of Inquiry: How scientific inquiry is conducted and recorded How matter can be manipulated How changes in matter impact our world</p>	<p>SHARING THE PLANET 5 Feb - 4 May</p> <p>Central Idea: Exhibition - (Decided by students)</p> <p>Lines of Inquiry: Exhibition - (Decided by students)</p>	<p>HOW WE EXPRESS OURSELVES 7 May - 8 Jun</p> <p>Central Idea: By developing our knowledge and skills in an art form we can better express ourselves to engage others.</p> <p>Lines of Inquiry: The knowledge and skills required to be proficient in an art form How an artist develops their knowledge and skills How to use an artform to engage an audience for a set purpose</p>

Mathematics

The study of Mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in the 21st Century.

CDNIS has a set of standards for the teaching of Math that are drawn from the Ontario Standards. As a PYP school, we use inquiry to explore these expectations.

Overall Grade 6 Expectations

NUMBER SENSE AND NUMERATION

Read, represent, compare, and order whole numbers to 1,000,000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers.

Solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies.

Demonstrate an understanding of relationships involving percent, ratio, and unit rate.

MEASUREMENT

Estimate, measure, and record quantities, using the metric measurement system.

Determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.

GEOMETRY AND SPATIAL SENSE

Classify and construct polygons and angles.

Sketch three-dimensional figures, and construct three-dimensional figures from drawings.

Describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes.

PATTERNING AND ALGEBRA

Describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations.

Use variables in simple algebraic expressions and equations to describe relationships.

DATA MANAGEMENT AND PROBABILITY

Read, describe, and interpret data, and explain relationships between sets of data.

Determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome.

Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs.

Literacy

CDNIS follows the PYP Scope and Sequence documents for our study of literacy. Acknowledging that the PYP is a flexible inquiry-based programme, these expectations are subject to change.

Overall Grade 6 Expectations	
<p>WRITTEN LANGUAGE - WRITING</p> <p>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p> <p>Through the process of planning, drafting, editing and revising, our writing improves over time.</p> <p>Synthesizing ideas enables us to build on what we know, reflect on different perspectives and express new ideas.</p> <p>Writing and thinking work together to enable us to express ideas and convey meaning.</p> <p>The way we structure and organise our writing helps others to understand and appreciate it.</p> <p>WRITTEN LANGUAGE - READING</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p> <p>Synthesizing ideas and information from texts leads to new ideas and understandings.</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>ORAL LANGUAGE - SPEAKING AND LISTENING</p> <p>Listeners identify key ideas in spoken language and synthesize their own understanding.</p> <p>People draw on what they already know in order to infer new meaning from what they hear.</p> <p>Metaphorical language creates strong visual images in our imagination.</p> <p>Spoken language can be used to persuade and influence people.</p> <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.</p> <p>Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.</p> <p>VISUAL LANGUAGE - VIEWING AND PRESENTING</p> <p>Synthesizing information from visual texts is dependent upon personal interpretations and leads to new understanding.</p> <p>Knowing about the techniques used in visual texts helps us interpret presentations and create our own visual effects.</p> <p>To enhance learning we need to be efficient and constructive users of the internet.</p>

Chinese Studies

Language A

LISTENING & SPEAKING:

- Listen reflectively to stories read aloud in order to identify story structures and ideas.
- Listen appreciatively and responsively, representing their own point of view and respecting the views of others.
- Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations.
- Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context.
- Verbalize their thinking and explain their reasoning.

READING:

- Distinguish between fiction and nonfiction and select books appropriate to specific purposes.
- Understand and respond to the ideas, feelings and attitudes expressed in various texts.
- Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome.
- Use reference books, dictionaries and computer and web-based applications with increasing independence and responsibility.
- Know how to skim and scan texts to decide whether they will be useful before attempting to read in detail.
- Identify relevant, reliable and useful information and decide on appropriate ways to use it.

WRITING:

Write for a range of purposes using different types of structures and styles according to the purpose of the writing.

Select vocabulary and supporting details to achieve desired effects.

Reread, edit and revise to improve their own writing.

Use a range of strategies to record words/ideas of increasing complexity.

Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing.

Work independently to produce written work that is legible and well-presented, written either by hand or in digital format.

Language B

LISTENING & SPEAKING:

- Recognize patterns in language(s) of instruction and use increasingly accurate grammar.
- Participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems.
- Pick out main events and relevant points in oral texts.
- Express thoughts, ideas and opinions and discuss them, respecting contribution from others.
- Use language to explain, inquire and compare.

READING:

- Wondering about texts and asking questions helps us to understand the meaning.
- Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view.
- Read text at an appropriate level, independently, confidently and with good understanding.
- Discuss their own experiences and related them to fiction and nonfiction texts.
- Instantly recognize and increasing bank of high frequency and high interest words, characters or symbols.

WRITING:

Use appropriate writing conventions of written text, for example, word order, as required by the language(s) of instruction.

Write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading.

Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end.

Use increasingly accurate grammatical structures.

With teacher guidance, publish written work, in handwritten form or in digital format.

Specialist Areas

PERFORMING ARTS

Performing Arts for Grade 6 focuses on the strands of music, dance, and drama. With an IB Arts focus of creating and responding, students engage in a multitude of activities that encourages them to take creative risks, collaborate with peers and participate in the creative process to communicate their ideas and express their emotions. The arts are celebrated through performances at assemblies, class Spotlights, and the Grade 6 Exhibition.

In music, students are given opportunities to listen to, create, and perform music utilizing their voice and instruments, through a variety of activities.

In drama, creative movement, improvisation, and script-writing are highlighted, allowing students to express themselves creatively, connect to real-world experiences, and to work together in both small and large groups of their peers.

Kim Butler



VISUAL ARTS

The Visual Arts classroom is a dynamic, fun and vibrant place to be, where students explore self expression through art history and the world around them. We explore different art processes using traditional mediums such as painting, drawing, printmaking and sculpture, to digital tools using iPad's, design software or tech-meshed art. The PYP Visual Arts phases build upon skills and knowledge as students take a journey of creating and responding through the Units of Inquiry. As a part of the curriculum, student regularly enjoy creative experiences through the CDNIS Artists in Residence Programme and relish in the opportunity to work with real living artists in our community, deepening their understanding and appreciation for the Arts.

Aly Trezise

Specialist Areas

PHYSICAL EDUCATION

The goal of the lower school physical education programme at CDNIS is to instil a sense of joy in students when participating in physical activities while striving for personal excellence, equity and fair play. At the same time our wish is to cultivate the character of each student so they can contribute to the world around them in a positive manner.

Marc Steiner and Justin Wah

GUIDANCE COUNSELLORS

At CDNIS we believe in a proactive and preventive approach to Guidance. The Lower School Counselling programme criteria are developed along the PYP personal, social and physical education outlines. The Counsellors work collaboratively with the teachers, parents and external professionals to design and implement programmes to promote optimum individual emotional, social, academic development and support the joy of learning in all our students.

The Counsellors offer an array of support and information via regular workshops and Parent Coffee Mornings and encourage parents to contact the Guidance Office with any questions or concerns they may have with regard to their child's development.

Please check our blogs and Flash messages for information on upcoming parenting workshops and coffee mornings.

Lora Lee and Shelly Chutke



Special Events

CAMP

Nov 28 - Dec 1, 2017

OTHERS

Dance -

Oct 10-Nov 10 + Feb 27-Apr 27

Young Americans - Jan 8-10

Sports Day - Week of Jan 22

Swimming - Jan 29 - Mar 30, 2018

PYPX - April 26/27

Grade 6 Celebration - June 6

ASSEMBLIES

Friday September 1 - (6D)

Friday November 3 - (6B)

Friday November 24 - (6E)

Friday March 9 - (6C)

Friday May 25 - (6A)



Assessment and Reporting

The primary purpose of assessment and reporting at CDNIS is to improve student learning. We view parents, teachers and students as an integral part of this process as the child moves along their individual learning journey. At CDNIS we assess and report the learning journey in a variety of ways, including:

- NWEA's Measure of Academic Progress (MAP) with a focus on growth and as a guide for instruction for Reading, Math and Language Usage;
- Reading Assessments - to assist students in growing in the five aspects of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension);
- 3-Way Learning Conversations;
- Learning Reviews;
- Progress Reports (January and June);
- Student Led Learning Reviews;
- PYP Exhibition (Grade 6);
- Portfolios;
- Ongoing, formative assessments (conferencing, daily and immediate feedback).

These diverse methods of assessment and reporting are to support our belief that all students learn in different ways and at different times. At CDNIS, we identify, support and appreciate learning diversity.





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