



MONA PREPARATORY SCHOOL

PARENTS' GUIDE TO THE GRADE 6 CURRICULUM – TERM 1

SCIENCE

Why is it important to care for the environment?

How do environmental problems affect us?

How does sound behave? How does light behave?

- Formulate a definition of environment
- Justify the importance of conserving the natural environment
- Outline the effects of human activities on the environment
- Investigate the features/soils of different environments
- Show concern for the impact of humans on the environment
- Recognize the need for and importance of conserving living things and the environment to sustain the balance in the ecosystem
- Observe, collect and record information regarding the interacting factors within an environment
- Formulate a simple working definition of climate change
- Use evidence from everyday local/regional/international situations to explain the effects of climate change on humans
- Explore ways of reducing factors that cause climate change
- Propose measures to reduce/eliminate selected sources of solid waste pollution
- Describe the factors that cause soil degradation
- Explain how soil degradation can be prevented
- Show concern for the impact of environmental problems on humans
- Be aware of their responsibility to preserve the environment
- Value individual effort and teamwork
- Distinguish between luminous and non-luminous objects/organisms
- Investigate the properties of light
- Investigate the interaction of light with materials that are shiny, dull, transparent, translucent and opaque
- Investigate the interaction of light with lenses/mirrors
- Investigate some effects of reflection and refraction in everyday life
- Carry out fair tests in conducting investigations on the properties of light
- Investigate some properties of sound
- Explain why sounds may be interpreted as pleasant/unpleasant
- Identify sources of noise pollution and ways to eliminate them
- Explain why loud sounds can be harmful
- Formulate hypotheses when conducting investigations into the properties of sound
- Describe sounds using appropriate scientific language
- Show curiosity in investigating the properties of sound
- Work cooperatively in groups

LANGUAGE ARTS

- Listen and speak with sensitivity to the feelings of others
- Listen to and retell different genres of audio/audio visual stories
- Listen in order to draw inferences from different forms of oral language: storytelling, speeches, interviews
- Listen to extract main ideas from a range of sources
- Comment on phrasing and intonation in recorded speech
- Identify and use appropriate strategies (e.g. blends, clusters, endings, structural analysis) to pronounce difficult words
- Use prefixes and suffixes to change word meaning
- Use context clue techniques to determine word meanings
- Self-select reading materials and share reading interests



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- Read for enjoyment
- Predict story outcomes before and during the reading task
- Skim, scan and apply other reading strategies to locate main ideas and other specific information in text
- Identify and discuss connections with texts: text-to-self, text-to-text and text-to-world
- Identify and discuss the linguistic devices used to sway the reader
- Identify viewpoints in narratives and make distinctions between those of the characters and those of the author
- Apply the functions of parts of speech: conjunctions, nouns, prepositions
- Identify and use adverbs
- Apply the rules of relative pronouns (that, which, whom) and subject/verb agreement to oral and written sentences
- Distinguish between abstract and concrete nouns
- Extend ideas using subordinate and main clauses
- Use punctuation marks to creatively vary effects
(comma, full stop, question marks, colon, semi-colon)
- Apply knowledge of the basic rules of punctuation and capitalization when writing

MATHEMATICS

- Identify members of finite and infinite sets
- Associate the members of a set with the properties of that set
- Name and list members in the intersection or union of two sets
- Draw Venn Diagrams to show the intersection or union of two sets
- Use symbols associated with set operations – intersection and union
- Read, write and use numbers, using the principle of place value, in the Hindu Arabic system of numeration
- Write numbers in exponential form
- Interpret a simple scale drawing and calculate actual distances using the scale on a road map or floor plan
- Use the 24-hour clock in problem situations
- Calculate the perimeter of irregular and regular polygons
- Calculate the measurement of one side of a polygon, given the perimeter and the lengths or the other sides
- Recognize faces, edges, vertices of a solid and classify solids according to the number and shape of their faces
- Describe, design or create three dimensional shapes
- Represent and solve problems using geometrical models
- Describe the physical world in terms of geometric concepts and talk about mathematical findings
- Draw and describe nets of prism: triangular base
- Identify and create solids that are polyhedral (tetrahedron, hexahedron, octahedron)
- Classify solid shapes (prisms, pyramids and polyhedra) according to their properties
- Collect data using direct observation, experiments, interviews and questionnaires
- Identify patterns and trends in data and make inferences from these patterns/trends
- Represent data using stem and leaf plot
- Discuss appropriate uses of various tables and graphs
- Solve problems in which data is given by means of a graph or diagram



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SOCIAL STUDIES

How can we promote and preserve our Caribbean culture?

How did Jamaica achieve independence?

How do we show loyalty and respect for our country?

- Develop working definitions for and use the following: indentured servant, indentureship, contract, festival, carnival, immigrant, migration, push and pull factors
- Recall the meaning of culture, heritage, ethnic group
- Gather information and use mathematical skills to construct timeline showing the arrival of the various ethnic groups to the Caribbean
- Distinguish between the pull and push factors that led to the migration of the East Indians and the Chinese to the Caribbean
- Create a thematic map of the world showing the places of origin of the ethnic groups that came to the Caribbean
- Describe the life of East Indian and Chinese immigrants on the plantation from 19th to 20th century
- Describe relationships among East Indians, Chinese, Europeans and Africans in the post-emancipation period
- Discuss the contribution of the East Indians and Chinese to the Jamaican economy
- Categorise aspects of culture as goods and services
- Develop working definitions for the following: independence, colonial rule, commonwealth, constitution, nation, monarchy, trade union, political party, self-government, universal adult suffrage, franchise, revolution
- Use mathematical skills to construct timeline to show major developments in Jamaica's history from arrival of the Tainos to independence
- Examine, compare and evaluate multiple sources that outline the life and work of Marcus Garvey, Norman Manley, Alexander Bustamante
- Apply lessons learnt from the lives of Marcus Garvey, Norman Manley and Alexander Bustamante to new situations
- Compare the paths to independence taken by Jamaica, Haiti and Cuba
- Develop working definitions and use correctly the following: emblem, flag, coat of arms, symbols, nationhood, anthem, crest, bearing, motto, patriotism
- Explain what national symbols and emblems are and analyse their importance to nationhood
- Identify and describe the national symbols of Jamaica
- Examine images showing changes in the Jamaican Coat of Arms and justify the changes made
- Tell the meaning of each colour on the Jamaican flag
- Recite and interpret the National Anthem and National Pledge
- Select a group/organization, describe its purpose and values, then design symbols to reflect its purpose and values
- Observe etiquette to be adhered to regarding national symbols and emblems
- Assess the role and responsibilities of the citizens in acknowledging and maintaining pride in our national symbols
- Show respect for our national symbols and emblems
- Show respect for individuals who hold public office