



# Grade 6: Subject Overview

## 2018-2019

**Subject Overview - Combind Arts**

<b>Unit title</b>	<b>Key concept</b>	<b>Related concepts</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>Objectives/Objective strands/Assessment criteria</b>	<b>ATL skills/skill indicators</b>	<b>Content (topics, knowledge, skills)</b>
<b>Art</b>							
Abstract Art	Change	Style, Innovation	Scientific and technical innovation	Innovation in art can lead to unexpected outcomes and formation of new styles.	A, B, C, D	Research Skills, Affective Skills and reflection Skills	Abstract designs and applied art based on the case study of Sonja Delaunay; revision of the Colour Theory (tertiary colours, hues, shades, tints and tones, varous colouring techniques, exploration of new media and techniques using innovative approaches, research skills - students inquiring about an abstract artist of their choice
Global Connections (Places)	Global Interactions	Presentation , composition	Identities and relationships	Individuals are connected to the world in a variety of ways. Interactions between people and place show that we are living in a globalized society.	A, B, C, D	I. Communication skills, III. Organization skills, V. Reflection skills, VI. Information literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills	Composition in art, revision of some of the basic elelemnts of art and principles of (a landscape/landscape) compsition, focus on perspective - illusion of space, photograph and sketching techniques (revision and extention), watercolour painting, sketchbooks from various places; presentation of process and development in The Process Journal
<b>Music</b>							
Active listening	Aesthetics	Expression, Genre	Personal and cultural expression	Music provides a wide range of parameters which are being interpreted in light of our own	A: Knowing and understanding D: Responding	Thinking skills, Communication skills.	Active listening reinforces knowledge about aesthetics, genre, instrumentation, expression and identity. Awarness of the presented sounding material is being supported by the building of appropriate subject terminology. The

				experience as listeners.			process journal is necessary for documenting reflections and facts.
Polyphonic singing	Connections	Composition, Role, Structure	Identities and relationships	Polyphonic singing develops ear, voice and understanding of musical structure and form.	A: Knowing and understanding B: Developing skills D: Responding	Social skills, Communication skills.	Polyphonic singing builds on various song in unison, two, three and even four-part harmony and counterpoint in tonal style. Intonation and voice-shaping skills are being emphasised as desired skills to be developed throughout the unit. Reflections documented in the process journal.
Summer concert	Communication	Composition, Narrative, Play, Presentation	Orientation in space and time	Composition and performance requires musical knowledge, skills and collaborative abilities based on democratic individual responsibility.	C: Thinking creatively D: Responding	Thinking skills, Social skills, Communication skills, Self-management skills.	The students' own creativity forms the basis of the musical and artistic content in this concert, in collaboration with Grade 8. Grade 6 are in charge of the vocal score and the performance of this. Skills and knowledge acquired throughout the previous two units transforms into action when songs are being scetched, composed and performed. The process journal is an important tool during this process, not at least regarding a summative student reflection on the process as a whole.
<b>Digital desing</b>							
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Personal Logo	Communication	Form, Perspective.	Identities and relationships - Identity formation; self-esteem; status; roles and role models	Our identity can be communicated successfully to others in the format of a logo only when considering how others will perceive our design.	A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating	I. Communication skills, VI. Information literacy skills, IX. Creative thinking skills	Students will learn about: - The Design Cycle - Design principles (proximity, alignment, repetition, contrast) What a logo is and what is its function - Different types of logos, logo styles - The logo design process - Difference between raster and vector graphics - Setting up a document in Inkscape - The workspace in Inkscape - Tools available in a vector graphics software (Inkscape) - Properties of shapes (outline, fill, transparency, width, height, position, etc.) - Creating and working with shapes - Creating and working with paths - Crating and working with text - Aligning shapes and text - Combining shapes with (Boolean) shape operations - Combining texts with paths - Converting text to paths - Path effects - Colour - Colour palettes
Personal Piggy Bank	Systems	Adaptation, Form, Function.	Scientific and technical innovation - Systems, models, methods;	Forming an object that is adapted to save money, establishes best practice to	A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating	III. Organization skills	Students will learn about: - Transferring shape operations form a 2D space into a 3D space - Planning designs for a 3D environment - The workspace in TinkerCAD - Working in a 3D design environment (zooming,

			products, processes and solutions - Adaptation, ingenuity and progress	increase wealth.			rotating, panning, etc. the workspace) - Primitives - "Fulls" and "Hollows" - X, Y and Z axis - Positioning 3D shapes on the workspace - Rotating 3D shapes - Adjusting and defining size of shapes - Aligning shapes in 3D - Combining shapes to create custom complex shapes - How to identify primitives in complex shapes - The work plane - Rotating the work plane - Grouping shapes together - Colouring shapes
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**Individuals and Societies**

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Global Connections	Global interaction	Individuals and societies: Globalization, Identity, Perspective.	Identities and relationships	Individuals are connected to the world in a variety of ways. Interactions between people and place show that we are living in a globalized society.	.interdisciplinary A: Disciplinary grounding, B: Synthesizing, C: Communicating, D: Reflecting; Individuals and societies: A: Knowing and understanding, C: Communicating, D: Thinking critically; Language acquisition: C: Communicating in response to spoken and/or	I. Communication skills, III. Organization skills, V. Reflection skills, VI. Information literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills	The Five themes of Geography: Location (absolute and relative) Place (human and physical) Region (formal, functional, perceptual) Movement Human Environment Interaction (Adopt, Change), Map labeling TODALS: Title, orientation, date, author, legend, source, Absolute location: Lines of Latitude and Longitude, Compass Rose and directionals, ENGLISH - Writing a paragraph as opposed to listing ideas in bullet-points - students construct various texts but they also pay attention to using paragraphs for some texts they write and using bullet points for other types of texts, ENGLISH - Using descriptive

					written and/or visual text, D: Using language in spoken and/or written form; Arts: B: Developing skills, C: Thinking creatively		vocabulary - Adjectives and Adverbs: students revise parts of speech and focus on using synonyms for typical Adjectives and Adverbs, ENGLISH - Facts vs opinions - students learn to understand the difference between facts and opinions and learn how to use facts to support opinions, ENGLISH - Writing Process - students learn to use the writing process to work on their texts: brainstorm ideas and research for facts, plan, draft, revise (self and peer revision) and publish, ENGLISH - Purpose and audience: students alter their text depending on the selected purpose and audience
Mapping the world	Time, place and space	Perspective, scale	Orientation in space and time	Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives.	A: Knowing and Understanding, C: Communicating, D: Thinking Critically(ii use information to justify an opinion and iv. identify different views and their implications	Self-managementBring necessary equipment and supplies to classSelect and use technology effectively and productively	5 Traits of GeographyLines of latitudeBordersMental mapping, Identify different types of maps and how to best use themBecome familiar with major concepts in terms of place name geographyContinue to use latitude and longitude to identify absolute locationDraw a mental map of the world
Defining History (and Prehistory)	Time, place and space	Innovation and revolution.	Orientation in space and time	History provides us with ways to understand and organize the past.	A: Knowing and Understanding, B: Investigating, C: Communicating, D: Thinking Critically	Self-managementBring necessary equipment and supplies to classSelect and use	TimelinesPrehistoryAgricultural revolutionCookie excavation activity. Identify key terms when describing history. Understand how we organize history. Develop research skills when determining events for

						technology effectively and productively Organization skills Meet deadlines Keep an organized and logical system of information files/notebooks Use study guides	the timeline. Identify key terms when describing history. Understand how we organize history. Develop research skills when determining events for the timeline
Ancient Civilizations	Time, place and space	Innovation, significance	Scientific and technical innovation	Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today.	A: Knowing and Understanding, B: Investigating, C: Communicating, D: Thinking Critically	Organization skills Meet deadlines Keep an organized and logical system of information files/notebooks Use study guides Thinking skills Creative thinking Critical thinking	Ancient civilizations from Egypt, China, Mesopotamia, Indus Valley, Africa and the Americas. Definition of a civilization Geography of ancient civilization. Identify the major innovations and contributions made by each civilization Understand the concept of civilization and how it evolved Develop research and writing skills when completing their time capsule project (or speech for gr 8). Create a time capsule.

**Language acquisition - English**

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Lifelong Learners	Communication	Structure, Function	Scientific and	Technical innovations can serve the	A, B and D (writing /oral)	Communication Skills, Thinking Skills, Social Skills	Learning strategies, role of youtube tutorials and various platforms for

			technical innovation	function of helping language users understand, learn and apply grammar rules to facilitate communication.			learning, face-to-face vs online courses,
Write to Me (SEAL It!)	Communication	Conventions, Structure	Personal and cultural expression	Basic conventions of writing form a structural framework within which ideas can be communicated.	C and D (writing)	Communication Skills	Paragraph writing revision (SEAL), Personal vs academic writing (formal, informal style), letters and emails, simple SEALED opinion essays
Variations on the Theme of Personal Challenges	Connections	Theme, message	Orientation in space and time	Exploring the theme of personal challenges in a variety of texts can help you better understand yourself and others.	A, B, C and D (oral)	Communication Skills, Social Skills, Thinking Skills	"Holes" by L. Sachar (fragments), focus on bullying, narration techniques, paragraph writing, job interviews featuring the questions regarding challenges
Global Connections IDU (Where is that?)	Global Interactions	Word choice, point of view, (audience and purpose)	Identities and relationships	Individuals are connected to the world in a variety of ways. Interactions between people and place show that we are living in a	B, C and D (writing)	Communication Skills, Thinking Skills, Research Skills	Students explore various types of texts used to present a place. They are introduced to the concept on word choice and point of view and how texts can vary depending on the two. The summative task asks the students to produce 2-3 texts about the same place to present it from different points of view. These



				globalized society.			texts become a part of the big Global Connections map.
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**Language acquisition - German**

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Introduction to German language and culture	Connections	Contexts, Purpose, Patterns	Personal and cultural expression	The German language is a tool that I can use in order to communicate Ideas	A: comprehending spoken and visual text, B: Comprehending written and visual text, C - Communication in response to spoken and/or written and/or visual text	Communication skills, Transfer skills, thinking skills	Students will learn the a set of basic structures for everyday conversation and building of simple sentences, for describing objects by colour. They will also learn the names of numbers, days of the week, seasons and months. We will be comparing German words to words in languages we know from before.
Words and Conventions	Communication	Conventions	Personal and cultural expression	Our daily communication depends on our abilities to effectively express our feelings and personal needs.	A: comprehending spoken and visual text. C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form	Communication skills, transfer skills.	Students will learn the framework for using the German language as a mean of communication in different situations focusing on polite communication in shopping situations.
Sound of German	Culture	Accent, Word Choice	Identities and	The German Phonetic system is	A: Comprehending spoken and visual	Communication skills, Organising skills.	Students will learn about the German phonetics, an how the different sounds are written.

			Relationships	based on rules, and mispronunciations may cause misunderstandings.	text, B: comprehending written and visual text. D: Using Language		Throughout this unit we will be using tongue twisters and authentic audio-clips in order to practise their understanding, and they will also have some written texts to which they are going to make responses orally on voice thread.
Traveling agents	Connections	Message, meaning, patterns	Orientation in time and space	Attracting tourists demands simple, but effective language which can be understood by people with basic language understanding.	B: Comprehending written and visual text. D: Using language	Collaboration skills, Communication skills.	Students will be acting as travelling agents offering a trip to somewhere in Germany. Students will choose destination based on their acquired knowledge of the German Geography, and apply their learnt language into making short marketing articles such as posters and advertisement cards, as well as a radio commercial on Voicethread.

**Language and literature - Norwegian**

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Aiming at your audience	Communication	Audience imperatives, Purpose, Style.	Personal and cultural expression	The way in which we communicate alters, depending on our intention, content, media and audience.	A: Analysing, C: Producing Text, D: Using Language	I. Communication skills, II. Collaboration skills	Purpose, Audience and Media. Students will inquire into the different ways we communicate depending on our audience. Main focuses will be Postcards, Letters, Emails and oral communication. How are they similar and where do they differ.

A head of her time or ahead of her time	Change	Audience imperatives, Context, Self-expression.	Fairness and development	Childrens literature can reflect different perspectives of their time, and help us understand different contexts in given settings.	A: Analysing, B: Organising, D: Using Language	III. Organization skills, VIII. Critical thinking skills, IX. Creative thinking skills	Students will inquire into how childrens books, telling stories about different and abnormal living conditions, among other aspects provoked radical changes to the Norwegian Society in the 1960-80s. In terms of family styles and the role of the child/parent. We will study the authorship of Anne Cath. Vestly and how they challenged and provoked as well as opened peoples eyes. Students will write analytical texts as well as creative work
Behind the veil of time	Culture	Context, Purpose, Self-expression.	Personal and cultural expression	In myths told by various people over a long period of time, lies a source of understanding of the local culture.	A: Analysing, C: Producing Text, D: Using Language	I. Communication skills, VIII. Critical thinking skills, IX. Creative thinking skills	Students will look at how stories were used in order to avoid accidents and and correct unwanted behaviour bound to the local culture. Content will span from myths and fables to folk songs and different proverbs and sayings. Students will both analyse and produce these kind of texts as a part of this unit.
A Dramatic Turn Of Events	Change	Audience imperatives, Style.	Personal and cultural expression	When a story is dramatised, the style changes, and we can discover new aspects of the story, which we never noticed.	B: Organizing, C: Producing text, D: Using language	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, IX. Creative thinking skills	Students will learn how to structure a Dramatic text as a tidy and well set up script. They will reflect on their scripts and make sure they are effective and understandable to other students. Students will learn how to deduce a story into scenes in a storyboard, and how to structure them effectively in order to make a smooth practice and performance Students will learn important aspects of drama production such as: Dialogues Monologues Voice-overs Camera Angles Sound effects Music And

							how these aspects helps conveying a story
Mathmatics							
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Numbers, comparing and changing (Year 1)	Form	Equivalence , Systems	Fairness and Development	Making fair judgments is easier if we understand a variety of numeric systems and form.	A,,C,D	Communication	Please see Math skill map.
Measurement ( Year 1)	Form	Measurement and space	Identities and Relationships	Attributes of an object can be represented using metric and other standard measures	A,B,C,D	Critical thinking, Organization	Please see Math skill map.
Pattern and Modeling (Year1)	Logic	Change, Pattern	Fairness and Development	A logical process is needed to see patterns around us	A,B,C	Critical thinking, Organization	Please see Math skill map.
How can data help us.	Relationships	Generalization	Globalization and Sustainability	Statistics helps us to present global data/relationships in simpler way	A,B,C,D	Critical Thinking, Organization, reflection	Please see Math skill map.

Introduction to Algebra (Year 1)	Relationships	Pattern, Generalization	Identities and Relationships	Identifying and using patterns and rules is the key to simplifying relationships, in life and in algebra.	A,B,C,D	Critical Thinking, Organization, reflection	Please see Math skill map.
Shape-Mania (Year 1)	Form	Measurement, Quantity	Identities and Relationships	Geometry makes up our world	A,B,C,D	Creative Thinking	Please see Math skill map.

Physical and health education

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
How to create a warm up for a specific activity	Communication, Creativity	Movement.	Personal and cultural expression	For a warm up to be effective, leaders must communicate information and model stretches clearly	A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	Organization skillsMeet deadlinesKeep an organized and logical system of information files/notebooksUse study guidesThinking	Dynamic and static stretching, heart rate, muscle map with deltoids, traps, triceps, lats, biceps, quads, calves, hamstrings, hip abductors, drills, professional sport teams as exemplars

						skills Creative thinking Critical thinking	
Cooperative games: Handball	Relationships	Interactions, energy	Identities and relationships	Relationships grow from energetic interactions	B: Planning for performance, D: Reflecting and improving performance	Social skills	Working with others, rules and etiquette, cooperation, motivation, feedback, participation, leadership, social interaction
Balance and form in Yoga	Form	Balance, Energy.	Identities and relationships	Yoga can be an important part of a warm-up routine for competitive sports.	A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	III. Organization skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacy skills	Yoga, basic foundational poses such as mountain, cobra, child's pose, cat/cow, downward facing dog, upward facing dog, warrior I, warrior II, warrior III, corpse. Breathing techniques. Student will learn the flow from some of the poses.
Personal Health and Fitness	change	function, systems	Identities and relationships	Personal fitness can change with a commitment to monitoring and recording standards	A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	Self-management skills	Fitness challenges, cross-fit competitions, resting heart rate, BMI, nutrition, mindfulness

**Sciences**

<b>Unit title</b>	<b>Key concept</b>	<b>Related concepts</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>Objectives/Objective strands/Assessment criteria</b>	<b>ATL skills/skill indicators</b>	<b>Content (topics, knowledge, skills)</b>
1. What do scientists do?	Systems	Evidence, Patterns	Identities and relationships	Scientists observe patterns and use these as	A, B/C (with scaffold), D	Self management, social, organisation, thinking, communication.	Introduction to scientific inquiry; laboratory safety, presentation skills.

				evidence to construct systems that explain how the world works.			
2. How can things change?	Change	Form, Transformation.	Fairness and development	Measurement enables us to detect evidence in changes in patterns including transforming into useful substances	A, B/C	III. Organization skills, VI. Information literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills	Equipment, separation techniques, Measurement, graphing skills
3. What makes change happen?	Relationships	Balance, Environment	Scientific and technical innovation	The relationship between matter and energy determines every event around us, including changes in the balance of our environment.	D	Thinking, Research, Communication	Identifying relationships that cause change: Entropy differences, Energy flows. Renewable and Non-renewable energy 'sources'. Greenhouse effect.
4. How can we control heat?	Change	Movement, Energy	Fairness and development	Through controlling the movement of heat energy, we can make changes happen that impact the way that people live.	B/C	Collaboration, Creative thinking, Transfer, Communication	Heat energy transfer: conduction, convection, radiation. <b>ACTION:</b> Building a medicine carrier for transport of medicines in a country lacking refrigeration.

5. How can we study the living world?	Systems	Evidence, Interactions	Globalisation and sustainability	Earth's biological systems can be studied with technologies that help us measure the evidence of their interactions.	A	Collaboration skills, Communicators, Inquirers	Building a mesosystem; food chains, food webs; Classification (classifying animals in soil); microscopy (light, digital dissecting); field study. <b>ACTION:</b> (Group production) State of the environment report for GIS Board
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