

# **PWMS**

## **6th Grade**



# **2007 - 2008**

## **Curriculum Overview**

Woodbridge School District

Can't Hide that Raider Pride

Dear Parent/Guardian;

This booklet is designed to help you better understand what your child will be doing this year. There is an overview of each area, English Language Arts, math, science and social studies, along with overviews of each of the exploratory classes, art, music, computer, vocational exploratory, health, Spanish, and physical education. We also included supplemental programs your child may elect to participate in such as band, chorus, LEAP and ESL.

One of our focuses this year is to improve all students' writing skills. Each content area, exploratory class and supplementary program will incorporate writing into his or her curriculum.

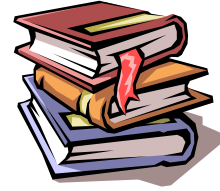
We welcome any questions, suggestions and compliments regarding the programs we offer. We remind you that this is a guideline, and that there may be some minor changes in the timelines so we can better meet the needs of the students.

We hope you find this booklet useful in supporting your child's efforts throughout the school year.

Sincerely,

Dee Tunstall  
Principal

Kim Mitchell  
Assistant



## **ENGLISH LANGUAGE ARTS**

The following standards will be addressed this school year:

- Students will use written and oral English appropriate for various purposes and audiences.
- Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.
- Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

The following reading skills will be addressed this school year:

- Noting Details
- Making Judgments
- Sequence of Events
- Making Predictions
- Making Connections
- Fact and Opinion
- Making Inferences
- Comprehension Skill: Evaluate
- Understanding and Interpreting Poetry
- Predicting Outcomes
- Story Structure
- Monitor and Clarify
- Problem Solving
- Compare and Contrast
- Questioning
- Summarizing
- Understanding Characters

The following units will be taught this school year:

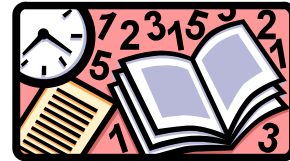
First Marking Period - “Courage” is the first reading unit theme. Story selections include *Hatchet*, *Passage to Freedom*, *Climb or Die*, and *True Confessions of Charlotte Doyle*. Each child will complete a quarterly assessment, designed in a DSTP format.

Second Marking Period - “What Really Happened” is the reading unit theme. Story selections include, *Amelia Earhart*, *The Girl Who Married the Moon*, and *Where the Red Fern Grows*. Each child will complete a quarterly assessment, designed in a DSTP format.

Third Marking Period - A poetry unit will be taught in January. “Growing Up” is the third unit theme. Story selections include, *Last Summer with Maizon*, *The Challenge*, and *The View from Saturday*. Each child will complete a quarterly assessment, designed in a DSTP format. DSTP review will also be included.

Fourth Marking Period - The fourth marking period will consist of a drama unit on plays and literature circles. The literature circle books will include: *Outcasts of 19 Schuyler Place*, *Finding Buck McHenry*, *Walk Two Moons*, and *Because of Winn Dixie*. Each child will complete a quarterly assessment, designed in a DSTP format.

\*\* Throughout the year your child will be expected to read and participate in the Accelerated Reader program. A minimum of four novels read each marking period is expected for every student. They will also be expected to complete book projects and reading logs for each Language Arts Grade.



## MATH

Beginning with Grade 6, the Connected Mathematics Program (CMP2) is used to help students become better thinkers, problem-solvers, and communicators. For more information and links to help your student, visit [www.PHSchool.com/cmp2](http://www.PHSchool.com/cmp2)

Students are exposed to these concepts during grade 6:

### Prime Time (Aug. – Oct.)

Understand relationships between factors and multiples, recognize properties of prime and composite numbers, even and odd numbers and square numbers, develop strategies for finding least common multiples and greatest common factors.

### Bits and Pieces I

Build an understanding of fractions, decimals and percents, move flexibly between fraction, decimal and percent representations, use benchmarks like 0,  $\frac{1}{2}$ , 1 and  $1\frac{1}{2}$  to estimate sums. Each child will complete a quarterly assessment, designed in a DSTP format.

### Shapes and Designs ( Nov. – Jan.)

Recognize a variety of geometric shapes, investigate symmetry, and estimate measures of angles.

### Bits and Pieces II

Develop strategies for adding, subtracting, multiplying fractions, use benchmarks to estimate reasonableness of operations with fractions. Each child will complete a quarterly assessment, designed in a DSTP format.

Covering and Surrounding (Jan. – March)

Investigate area and perimeter of two-dimensional figures; develop formulas and procedures for finding area and perimeter.

Bits and Pieces III

Develop strategies for adding, subtracting, and multiplying decimals, understand place value with decimals to develop strategies for computation. Each child will complete a quarterly assessment, designed in a DSTP format.

How Likely Is It? (March – June)

Understand concept of equally likely and not equally likely, use probability models to make predictions, understand differences between theoretical and experimental probability

Data About Us

Collect and organize categorical and numerical data, show data on line plots, bar graphs, coordinate graphs and stem-and-leaf plots, calculate mean, median, mode and range from a data set. Each child will complete a quarterly assessment, designed in a DSTP format.



**SCIENCE**

In science this year we will study Science as Inquiry: Understanding the Context and Processes of Science, Earth's History, Building an Understanding of Forces that Cause Motion, Simple Machines, and My Body and Me.

Science as Inquiry:

Throughout the year students will design experiments using the scientific method and the science process skills of observation, inference, communication, classification, and measurement.

My Body and Me:

Our first unit of the year will be My Body and Me. In this unit students will learn about some of the major systems in our body. We will be studying the circulatory system-how blood travels through our body, the digestive system-how our food travels through our body, the nervous system-how messages get to our brain, and the respiratory system-how we breathe. We will also be focusing on good habits that promote a healthy life style.

### Building an Understanding of Forces that Cause Motion:

Students will experiment with forces like friction and gravity to see how it affects moving objects. Newton's Laws will be looked at to show how a push or pull makes an object move or stop. Experiments using magnets and electricity will be conducted to show how they are forces too.

### Simple Machines:

Students will be asked to describe and name the six simple machines and how they are used in our daily lives. We will be experimenting with levers and pulleys like scissors, hammers, and shovels to see how they can make our lives easier.

### Earth's History:

Students will be learning how the earth was formed and how rocks and fossils are created. They will experiment with the three types of rocks-igneous, sedimentary, and metamorphic. Students will learn about earth's own timeline.



## **SOCIAL STUDIES**

Welcome to 6<sup>th</sup> grade social studies. This should be an exciting time for all of us. Sixth grade social studies covers a wide variety of topics that encompasses four main strands: Civics, Economics, History, and Geography. In October, students will be taking the DSTP in social studies. The test will assess what they have learned in 4<sup>th</sup> and 5<sup>th</sup> grade social studies, as well as the first six weeks of 6<sup>th</sup> grade social studies. We will begin the year by studying economics. Students will be able to answer the following essential questions at the end of each unit:

- Why might prices change? Who decides?
- How do I know what and when to sell?
- Does price always matter?
- Under what market conditions do prices change?

Students will then begin a unit titled, *The Cradle of Civilization*. This unit will specifically address the creation of Mesopotamian, Egyptian, and Eastern Indian civilizations. Students will be able to answer the following essential questions at the end of the unit:

- What makes a place culturally unique?
- Under what conditions do cultures spread?

The next unit to be discussed will be Classical Traditions. Students will focus on Ancient Greece and Roman legacy to the modern world. Students will be able to answer the following essential questions at the end of the unit:

- Is change inevitable?

- To what extent does the past predict the future?
- What's the evidence for my conclusion?

Another unit that will be discussed this year is *The Church & Feudalism in Europe*. The lessons taught during this unit will deal specifically with feudalism and the manor system, the church and the rise of cities, the crusades, and the power of kings. Students will be able to answer the following essential questions:

- To what extent does the type of economic system impact a society's standard of living?
- To what degree are societal decisions that affect the economy made in non-Economic ways?

Finally, students will learn about Exploration and Discovery. This unit will revolve around European Exploration, and how it affected the rest of the world in regards to trade and technology. Students will be able to answer the following essential questions:

- Why does "where" matter?
- To what extent are mental maps of different scales linked?
- To what extent are human settlements connected?

Each marking period, all students will complete a quarterly assessment designed in a DSTP format.

**EXPLORATORY COURSES** – Students will participate in each exploratory class every other day for one marking period.



**MUSIC** – Music class is designed to review rudimentary skills and concepts and broaden student understanding. Students will learn to read simple rhythms and simple melodies using soprano recorders, glockenspiels, keyboard and tubanos. Students will compose and perform a simple composition using the skills acquired in class. Students will sing and memorize songs of different styles.

**ART** - Students will continue to explore and develop manipulative skills in a variety of familiar and new media. They will continue to expand their art vocabulary and techniques in the areas of color study, drawing and media. Printmaking, charcoal drawing and the use of shading and perspective will be introduced in landscape and still life portrait drawing. Drawing realistically from real life will be emphasized. Students will be introduced to the use of guidelines and proportion in figure drawing. Students will continue to use research and technology while making connections between art and other content areas such as math, science and social studies.



**PHYSICAL EDUCATION** – The instructional focus for the 6<sup>th</sup> grade physical education is cooperation training and team sports fundamentals. The students will be introduced to various activities including baseball/softball, football, soccer and floor hockey. The students will also gain knowledge of the importance of keeping a positive attitude and practicing good sportsmanship.

**VOCATIONAL EXPLORATORY** – Sixth grade students will review critical thinking and problem solving skills. A measurement unit will continue with previously learned skills, learning how to measure with a yardstick and by steps. A unit on how to use a calculator will give students the basic skills to solve simple math problems. Students will also study technology developed by the space program. They will build and fly a bottle rocket as well as studying how geometric shapes hold weight. They will also build and fly a geometric shaped kite.



**HEALTH** – The instructional focus for sixth grade is healthy living. Students will learn about the importance of making good decisions and setting goals for their future. Students will also be introduced to the dangers of eating disorders and the importance of practicing good nutrition and physical fitness.



**COMPUTER** – Students will use the WORD software program to type a block style personal business letter. Students will use PowerPoint to create presentations focusing on geometric characteristics, incorporating backgrounds, preset animations and automatic timings. Students will utilize Excel to create a software shopping list. This list will allow students to learn to work in two programs at one time while gathering information.

**SPANISH** – This class focuses on exposure to a language and culture. Your child will spend a few weeks learning vocabulary about each of the following topics in Spanish: The Spanish speaking countries of the world, the Spanish alphabet, classroom objects and commands, face vocabulary and the quinceañera. During each unit, the emphasis will be on vocabulary pronunciation, spelling, word recognition and utilization. When learning

about the culture of other lands, all students are expected to be open-minded and respectful of others.

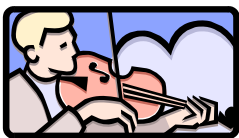
## **SUPPLEMENTAL PROGRAMS**



**CHORUS** – The sixth grade choir will build upon the topics introduced in 5<sup>th</sup> grade. Focusing more on vocal production, breath support and control, and sight singing. The sixth grade choir will also focus on the changing voice. Along with the fifth grade choral class, students will perform in two concerts during the school year, single simple partner songs as well as one and two part pieces.

**COUNSELING** – The goals of the middle school counseling program are: to help children better understand themselves and others, to assist students in acquiring knowledge and skills that contribute to effective learning in school and across the life span, to provide career information that assists the student in developing skills to make informed future career decisions, to help prevent problems from reoccurring, to help with identification of children with special needs, to help with coordination of efforts of parents, teachers and administrators and to provide crisis intervention when necessary. Services provided by the middle school counselors are: consultation with students, parent, teachers, administrators and other agencies, conflict resolution – listening in a non-judgmental environment in an effort to resolve conflicts, assisting parents to understand how to help children, referring students and parent to outside agencies when appropriate, and helping students learn responsibility by becoming aware of the consequences of their own behavior.

**LEAP** – Sixth grade LEAP students will focus on Reading, Writing and Social Studies enrichment. Students will read and respond to several novels throughout the year. In addition, 6<sup>th</sup> graders will study Greek and Latin word roots as well as analogies. They will continue to score, write and revise using the six traits of writing. Some themes will be Inventors/Inventions and character education. Thinking skills, in class individual projects and role-playing will also be included in our yearly activities. Students will also examine their learning preferences and reflect on how they learn best and time will be given for personal connection and reflection in their journal.



**BAND** – Sixth grade band is opened only to students who have completed a year of instruction on their chosen instrument. As a sixth grade band student, students will extend their playing range. This will include both higher notes and lower

notes. The first scale should be memorized and two or more scales will be introduced. Students should be playing more complex music comfortably. Tones should improve dramatically for all students and all should feel comfortable playing their instrument. All students are required to participate in two evening performances, one in December and one in the spring. Other performances may be scheduled in the community or the area.

**ENGLISH AS A SECOND LANGUAGE (ESL)** – This program provides structured English language instruction and content area English instruction for students who are learning English as their second language. The goal is to enable English Language Learners to acquire sufficient English proficiency so that they can enter the regular classroom and meet with success. The ACCESS Placement test (Assessing Comprehension and Communication in English State to State) is used to screen and identify students as English Language Learners. The ACCESS Proficiency test is administered in the spring to measure students' social and academic proficiency in English.