SCHOOL DISTRICT 67
LAKE FOREST

Grade 6

CURRICULUM OVERVIEW 2009-2010

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Introduction

This is the year to fully enjoy your sixth grade student. This year you will see your child develop confidence, you did not notice before. You will still see the imagination and creativity of the younger child you remember. Your student will be actively involved in novel studies of fantasy, mystery, and realistic fiction. They will read many short stories and complete a variety of writing assignments. In social studies they will "travel" to the Middle East and do Chinese calligraphy. Mathematics will extend into geometry. Students will solve and graph equations and inequalities and work with graphs and exponents. All sixth grade students will go to the famous Milwaukee Public Zoo and a play related to literature studies. Students will explore Asia, Africa, and Medieval Europe. You will be amazed by the end of the year at your student's growth and readiness to go over to the west side of campus. The school years go quickly and this will be one that flies before your eyes!

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to sixth grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessments and homework policy for the sixth grade are also included.

You will want to pay special attention to the Learning Standards for all District 67 students. These standards are what your child should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study is rigorous, based in best practice, interesting and engaging for your child. It is delivered by a highly qualified staff who believe that all children can learn and who value the partnership with you to create an environment for your student's success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

Sixth Grade Overview

SKILLS OVERVIEW

Language Arts

Writing

- Uses writing process to produce pieces: free writing to generate ideas, brainstorming, organizes ideas using appropriate organizer, rough draft, peer editing, revising, publishing
- Write a narrative with beginning, middle, ending, consistent point of view, consistent verb tense, specific details, and effective voice
- Write multi-paragraph expository and persuasive essays that include an introduction, multiple body paragraphs, and a conclusion
- Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration, and coherence
- Use anecdote, opinion, dialogue, quotation, and fact leads for expository and persuasive essays
- Use a variety of sentences in writing, and compound sentences with commas before conjunctions
- Use language that is vivid and descriptive
- Edit work for grammar, usage, and mechanics
- Edit and revise for word choice, organization, consistent point of view, and transitions among paragraphs using contemporary technology and format suitable for submission and/or publication
- Spell words correctly on all finished written assignments
- Confer with peers to give and receive helpful writing advice
- Use thesaurus and/or dictionary to improve word choices
- Use a writing rubric to guide and assess writing

Reading

- Read a variety of fiction and nonfiction selections at the child's instructional level
- Identify the characteristics of mystery, fantasy, short stories, and historical fiction
- Identify and analyze the elements of fiction
- Comprehend a broad range of reading materials
- Apply reading strategies to improve understanding and fluency in fiction and nonfiction
- Apply word analysis and vocabulary skills to comprehend selections
- Preview reading materials, make predictions, and relate reading to information from other sources
- Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to build comprehension while reading
- Use information to form, explain and support questions and predictions
- Compare, contrast, and evaluate ideas and information from various sources and genres
- Summarize main idea and supporting details
- Understand how literary elements and techniques are used to convey meaning
- Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature
- Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, historical fiction, science fiction)
- Respond to literary material from personal, creative, and critical points of view
- Write a response to literature that shows connection with the story characters, specific support from the piece of literature, and an evaluation of the writing or character
- Analyze how characters in literature deal with conflict, solve problems, and relate to real-life situations
- Appreciate, analyze, and write poetry

Language Arts (Cont'd)

Listening

- Listen effectively in formal and informal situations
- Restate and carry out multi-step oral instructions

- Use available technology to produce compositions and multimedia works for specified audiences
- Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message, and audience
- Provide details and supporting information that clarify main ideas and use visual aids and contemporary technology as support
- Design and produce reports and multi-media compositions tat represent group projects
- Compose a project and then reconstruct it into an oral presentation while identifying and justifying changes made to adapt it to a listening audience
- Identify various purposes for speaking and be able to alter topics and thesis statements based on type and goal of the presentation
- Demonstrate effective choices of topics due to situation, time, research available and audience needs
- Design and present a project using formats from multiple sources
- Identify, evaluate and establish credibility of sources used
- Take notes, organize and report information in oral, visual, and electronic formats
- Use a developed introduction including attention getter, thesis, preview and credibility statement
- Use a structured organizational pattern fro the body of the presentation that is appropriate to the type of presentation
- Use a developed conclusion including a review, restatement of thesis and closing statement
- Present lengthy (4 – 7 minute) oral reports that clearly explain an idea and provide details
- Use contemporary technology to assist in the development of an idea
- Utilize meaningful gestures and other movement to enhance the ideas presented in the presentation
- Demonstrate natural enthusiasm, interest and vocal variety
- Develop methods to manage or overcome communication anxiety and apprehension

Mathematics

- Identify common denominators
- Identify equivalent fractions
- Add and subtract mixed numbers
- Compare rational numbers
- Use exponential notation
- Translate between scientific and standard notation
- Solve problems involving large numbers
- Compare numbers in scientific notation
- Write variable expressions
- Use variables to describe a pattern
- Evaluate formulas
- Complete a table and graph from a formula
- Interpret graphs
- Create congruent figures on the coordinate plane
- Draw vertical, adjacent and straight angles
- Identify angles formed by parallel lines cut by a transversal
- List properties of a parallelogram's angle
- Create circle graph from a set of data
- Complete a rate table
- Solve problems involving ratio and rate
- Find equivalent ratios and percents
- Use scale to solve proportion problems
- Use proportion to find missing side in similar polygons
- Add, subtract, multiply and divide rational numbers
- Explain and apply order of operations
- Solve and graph equations
- Solve and graph inequalities
- Evaluate and simplify algebraic expressions
- Use formula to convert temperature
- Find hypotenuse using Pythagorean Theorem
- Solve problems using equations
- Find circumference and area of circles
- Use technology to build skills (lab)
- Build problem solving strategies

Science

- Design a scientific experiment
- Analyze data collected to determine patterns and support a conclusion
- Choose the appropriate format to represent results of experiments
- Construct and interpret graphs
- Accurately verify results of experiments
- Recognize situations in which a variety of conclusions can be drawn from the same information
- Evaluate the results of a scientific investigation in relationship to the hypothesis
- Construct and compare models of a plant and animal cell
- Compare and contrast systems throughout the animal kingdom
- Analyze the effect of structural adaptation on all life processes
- Design an imaginary organism and supply rationale for choosing anatomical structures
- Understand that a single example can never prove that something is true, but a single example can prove that something is not true
- Formulate questions on structural adaptations that increase the chance of survival
- Conduct scientific experiments: animal behavior
- Collect and record data accurately
- Explain the existence of unexpected results in a data set
- Compare quantitative results and hypothesize possible causes for variations
- Interpret and represent results of analysis to demonstrate findings
- Choose the appropriate format to represent results
- Report and display the process and results of a scientific investigation
- Explain how cells function as “building blocks” of organisms and describe the requirements for cells to live
- Explain the function of the cell parts
- Compare diversity of parent to offspring in asexual and sexual reproduction
- Categorize features as either inherited or learned
- Compare and contrast all life processes and internal and external characteristics in relation to their function
- Compare and contrast different forms and structures and use this information to explain how living things adapt and change
- Compare, contrast, and assess features of organisms throughout the animal kingdom, for their adaptive, competitive, and survival potential
- Simulate, analyze and explain the effects of gravitational force in the solar system on the planets and moons

Science (Cont'd)

- Describe the organization and physical characteristics of the solar system including stars, planets, satellites, asteroids, and comets
- Compare and contrast the sun as a star with other objects in the Milky Way as nebulae, black holes, and dust clouds
- Identify substances as acids and bases
- Use safety procedures inside and outside of the science laboratory
- Analyze contemporary cases through current events, in which the work of science has been affected by both valid and biased scientific practices
- Explain the similarities and differences between observational and experimental investigations
- Evaluate when to use observational or experimental investigations
- Through current events discussions, identify and explain ways that scientific knowledge and economic drive technological development
- Identify important contributions to science and technology that have been made by individuals and groups from various cultures using the books, current events, and other resources
- Describe, through weekly current events, how occupations use scientific and technological knowledge and skills

Social Studies

- Identify individual contributions to a community and participate in a service project
- Describe cultural and intellectual achievements of the Southwest Asia, Asia, Sub-Saharan Africa, and Medieval Europe
- Explain the economic and political systems of these cultures
- Describe the exchange of goods and services (imports/exports)
- Use geography skills, identify and label political boundaries: past and present of the regions studied
- Investigate four major world regions
- Identify and explain key figures from each region studied
- Use a variety of writing styles and products to express learned concepts
- Investigate and explain the basic political systems, with an emphasis on the Southwest Asia, Asia, Sub-Saharan Africa, and Medieval Europe
- Research and describe the cultural and intellectual achievements of the regions studied and explain how they relate to the U.S. and world today
- Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy
- Investigate and describe how events, religions, individuals, and movements shaped the four major world regions studied
- Describe how people in different times and places viewed the world in different ways
- Read historical stories and determine events which influenced their writing
- Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present
- Compare the political characteristics of the four major world regions studied
- Identify causes and effects of the decline of the major world political events between 500 CE and 1500 CE
- Identify how people and groups in the past made economic choices (e.g., crops to plants, products to make, products to trade) to survive and improve their lives
- Describe the basic economic systems of the world's great civilization such as African and Southwest Asian civilizations
- Understand world social history
- Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places (e.g., Medieval Europe, Ancient Asia, Sub-Saharan Africa)
- Identify political boundaries: past and present, and explore the cause and effect relationship of culture vs. geographical features
- Describe the hierarchy of citizens of four major world regions of Asia and explain their roles in society, including how this affected their daily lives and the culture as a whole
- Describe how individuals interacted within groups to make choices regarding food, clothing, and shelter

World Language

- Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines)
- Follow instructions in the target language, given one step at a time, for a wide range of activities in and out of the classroom
- Describe themselves and others in terms of basic physical characteristics
- Respond to open-ended questions and initiate communication in various situations
- Explain school routine and class schedules in terms of days, times, classes and teachers
- Express preferences and dislikes for leisure activities and ask classmates for theirs
- Produce language with improved pronunciation, intonation and inflection
- Use appropriate non-verbal cues common in areas where the target language is spoken
- Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, internet, e-mail) to expand vocabulary
- Compare word use, phrasing and sentence structure of the target language with those used in one or more other languages
- Write compositions and reports with a specific focus, supporting details logical sequence and conclusion
- Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate)
- Present a simple, original poem or story based on a model
- Identify typical places of business. Give and follow directions to/from designated points orally and in writing using appropriate maps/charts, etc.
- Demonstrate selected customs, manners and traditions in societies associated with the target language
- Compare and contrast family structures between U.S. cultures and the target culture
- Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language vocabulary
- Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites)
- Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence
- Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken
- Use the target language to gather and organize data to solve math problems
- Use target language vocabulary to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken
- Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken
- Use the target language to identify and describe occupations unique to areas where the target language is spoken
- Use the target language to explain in detail the preparation for activities of specific careers in which the target language can be used
- Paraphrase comics and illustrated stories using the target language
- Create audio/visual skits and dialogues in the target language
- Using different aspects of differentiation

Fine Arts

- Understand the sensory elements, organizational principles, and expressive qualities of the arts
- Understand processes, traditional tools, and modern technologies used in the arts
- Read and interpret traditional music notation in a varied repertoire
- Apply skills and knowledge necessary to create and perform in one or more of the arts
- Sing or play with expression and accuracy to a variety of music representing diverse cultures and styles
- Understand the role of the arts in civilizations, past and present

Wellness

- Perform locomotor skills in dynamic fitness, sport, and rhythmic activities
- Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences
- Throw a variety of objects with accuracy and distance
- Move in time to complex, rhythmical patterns
- Use relationships, levels, speed, direction and pathways effectively in complex group and individual physical activities
- Keep accurate score during a contest
- Use equipment safely and properly
- Select and use proper attire that promotes participation and prevents injury
- Identify the principles of training: frequency, intensity, time, and type (FITT)
- Describe the FITT principles as related to training; describe the effects of aerobic and anaerobic exercise on the heart and overall health
- Participate in moderate to vigorous health-related activities on a regular basis
- Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength, and endurance & flexibility actions impact personal fitness
- Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as pedometers, heart-rate monitors, and testing equipment.
- Analyze effects of exercise on heart rate through the use of manual pulse checking, recovery rates, and heart rate monitors
- Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, and criterion referenced tests
- Develop fitness goals that can be reached within short and long periods of time
- Identify opportunities in the school and community for regular participation in physical activity
- Demonstrate the FITT principles in working on personal fitness goals
- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)
- Accept decisions made by game officials such as students, teachers, and officials outside the school
- Respect the right/privileges of others
- Demonstrate how to positively interact with friends/peers
- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- Follow class rules/procedures; identify and follow rules while playing sports and games
- Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations
- Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances)
- Explain routine safety precautions in practical situations
- Describe how good nutrition provides essential nutrients for health-related fitness
- Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use)
- Recognize and accept similarities and differences in human beings; handle conflicts that arise with others without physical confrontation
- Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.

Testing

Sixth grade students will again take the NWEA Measures of Academic Progress (MAP). They will be tested in: Reading Achievement; Language Usage Achievement; Mathematics Achievement.

The MAP tests measure student success in District 67 curriculum. The tests are administered in fall and in spring. Teachers use the fall results to prescribe instruction based on student profiles. They are able to monitor growth based on periodic testing as needed. Students new to District 67 are given MAP tests to provide for more accurate class placement. The spring results with fall data are mailed to parents by the end of May as one indicator of a student's growth throughout the school year. The results will be mailed to you by the Assistant Superintendent of Student Service's office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or the school principal.

In sixth grade the students will take Illinois Standards Achievement Test (ISAT) in March in the areas of: Reading, Mathematics and Writing. This series of tests measures our current student's progress on the State of Illinois curriculum standards. These results will be mailed to you the following fall from the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or school principal.

The same common sense advice for test preparation holds true in sixth grade as it did in the primary years: have a calm evening preceding the tests; get a proper amount of sleep; eat a moderate and nutritious breakfast.

If your student demonstrates or expresses anxiety about test-taking situations, reassure him/her that to some extent this is natural when we want to do well on a task. If anxiety concerns continue, contact your student's teacher. Together you can support your student in test taking strategies. If more pronounced concerns persist, the services of the school psychologist or social worker are available to your student to work on anxiety and stress relief strategies. The team of professionals at our middle school is highly qualified and ready to work with you to help your student become a confident test-taker.

Illinois Standards Achievement Test (ISAT) - March

- Reading
- Writing
- Mathematics

NWEA Measures of Academic Progress (MAP) – Fall/Spring

- Reading Achievement
- Language Usage Achievement
- Mathematics Achievement

HOMEWORK POLICY

Policy 6.290 - Homework
Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

The purpose of homework will be to extend learning through:

- Practice or reinforcement of skills presented in class
- Preparation for future class work
- Extension of ideas or concepts
- Creative or personal expression related to learning
- Application of knowledge or skills
- Completion of class work

Benefit to students:

- Communicate to the students that learning takes place all the time, not just in school
- Develop responsibility and study skills
- Reinforce academic skills
- Increase retention

Professional staff responsibilities:

- Provide timely feedback on the product and the demonstration of responsibility
- Provide direction and instruction to enable the student to work sent home

Student responsibilities:

- Bring directions and appropriate materials home
- If there are questions, ask the teacher before going home
- Complete work on time
- Put forth effort required for quality work

Principal/Administration responsibilities:

- Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- Provide in-service support to staff and parents

Parent responsibilities:

- Provide support through organization of time, space, and materials for homework
- Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

HOMEWORK GUIDELINES

These guidelines define general homework expectations and will be applied with reasonable flexibility. They are not to solve all problems related to homework. Rather, they are a guide for students, parents, and teachers as all work together in an attempt to reach an appropriate balance between the student's school life and family life.

These guides aim to be sensitive to developmental readiness as the student progresses from fifth through eighth grade, and to provide a framework to prepare students for the responsibilities and workloads of high school and beyond. The expectation for the student to self-advocate with teachers becomes greater while the need for parent involvement becomes less. During these transition years, it is appropriate for students to experience challenges, which lead to determination, confidence, and independence.

Definition of Student Homework Responsibilities

From fifth grade to eighth grade, parents and teachers should work together with students to help them achieve independence in managing the following homework responsibilities.

Students will:

- Maintain an accurate assignment notebook
- Manage an average daily homework workload of:

Grade 5	Grade 6	Grade 7	Grade 8
1-1.5 hours	1-2 hours	1.5-2.5 hours	2-2.5 hours

- Organize homework workloads to distribute the demands of daily, short-term, and long-term projects.
- Balance personal activities and commitments with school responsibilities
- Establish a time and place at home to do nightly homework
- Produce homework that meets the requirements of the assignment
- Advocate with teachers and staff regarding homework issues
- Bring homework to class on time

Homework Expectations by Subject Area

The following are general descriptions of the types and frequencies of homework to be routinely expected in each subject area:

Fine Arts:	Study for tests, quizzes, and projects; nightly practice for performing arts groups
World Languages:	Short and long-term assignments four or five times per week; nightly review when formal assignments are not given
Health:	Study for tests, quizzes, and projects
Language Arts:	Nightly assignments four to five times per week; short and long-term projects
Math:	Nightly assignments four to five times per week; some long-term projects; nightly review when formal assignments are not given
Science:	Short and long-term assignments two to three times per week
Social Studies:	Nightly assignments four to five times per week; short and long-term projects

NOTES