

SUMMIT MIDDLE SCHOOL

6TH GRADE

CURRICULAR GUIDE



SACS

2018-2019

Preparing today's learners for tomorrow's opportunities

Summit Middle School

Southwest Allen County Schools
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Dear Parents,

The purpose of this curriculum guide is to give you a listing of courses offered and a general overview of the skills and concepts taught.

The intent is that this information will aid your child and you in course selection as well as serve as a guide for you if you wish to work with your child at home to reinforce skills and concepts taught at school. A successful year in 6th grade prepares a student to meet the challenges presented in 7th grade. Please know that a student's grade point average at the end of the 6th grade first semester determines whether he or she has the opportunity to enroll in a world language class as a 7th grader and if so, which world language it would be.

If you have questions, you are always welcome to contact the teacher for clarification as well as one of the guidance counselors or one of the administrators.

Sincerely,

Dr. Josh St. John, Principal
Randy Pursley, Asst. Principal

LANGUAGE ARTS/READING BLOCK

REQUIRED 1 YEAR

Reading: Students will analyze a piece of literature using appropriate grade-level skills. Students will read from a broad selection of genres including: fiction, non-fiction, biographies, poetry, etc.

Writing: Write a clear, coherent, and focused narrative (minimum 500 words) that demonstrates proper paragraph structure and appropriate grade-level grammar, usage, and mechanics skills.

Research: Use research skills to produce a report that supports a topic. (minimum 500 words)

Speaking: Deliver a formal, well-organized presentation that uses appropriate grade-level speaking skills. (five minute minimum)

All required skills of the curriculum will be met in this class through a **double** period of time that will allow for a natural integration of language arts and reading skills. Language arts includes the studies of vocabulary, grammar, and the practice of process writing. Reading includes a carefully sequenced, continuous progress approach to the acquisition of specific skills through the use of a literature text.

Types of literature include: short stories, drama, non-fiction, fiction, poetry, myths, fables, and novels. Through these various types of literature students will review, practice, and acquire the required curriculum reading skills.

Grammar and spelling/vocabulary skills in literature: students will **review** various parts of speech and other grammar skills that are required for their grade level as prescribed in the curriculum guide and will apply them to author's **usage** and emphasis in various literature works. They will **identify** various parts of speech in author's works. Students will be responsible for **knowledge** of, **understanding** of, and **usage** of **vocabulary and related words** (other subject areas and vocabulary from their literature stories and novels.) Students will **review standard sets of words** for their grade level as well.

Grammar and spelling/vocabulary skills in writing: students will be expected to develop ideas in sentence form and write ordered, developed and related paragraphs. They will be responsible for using appropriate sources to correct spelling, grammar, and punctuation and to add interest to their writing by varying sentence structure, length, and word choice.

Process writing: the types of writings that the students will experience are outlined in the Curriculum guide. Within the scope of these writings students will do the following:

- respond to the literature they are reading
- use ideas generated in prewriting to aid in drafting and write one or more drafts
- demonstrate an understanding of audience and purpose in writing
- take responsibility for the content and correctness of their own writing
- work independently and with others to revise and edit their own writing and the writing of others
- recognize and resolve problems of clarity, organization, sentence patterns, form, content, language choices, and documentation of sources
- use appropriate technology resources to locate information, paraphrase, and summarize for note taking
- submit writing for publication when appropriate

SOCIAL STUDIES

REQUIRED 1 YEAR

People, Places and Cultures in Europe and the Americas

Following the state's scope and sequence model for social studies, students in grade 6 will study the regions and countries of Europe and the Americas, including geographical, historical, economic, political, and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.

Standard 1: History

Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2: Civics and Government

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Standard 3: Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Standard 4: Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

MATHEMATICS

Middle School Curriculum

MATH PLACEMENT IS BASED ON A PHILOSOPHY OF MASTERY AND CONTINUOUS PROGRESS. STUDENTS WILL BE ENROLLED IN THE MATH CLASS WHICH IS MOST APPROPRIATE TO HIS/HER LEVEL OF LEARNING.

Mathematical Practices

All math courses will strive to connect the following mathematical practices with mathematics content. The Mathematical Practices are noted here, as outlined in Indiana Common Core Standards for Mathematics. Students will work to improve in:

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Mathematics Content Highlights

Highlights of course topics are given below for the three middle school math courses taught at Summit Middle School. For additional detail about the concept areas, visit *Indiana Department of Education-Mathematics* at the following link:
<http://www.doe.in.gov/standards/mathematics>.

In **Grade 6**, instructional time will focus on four critical areas:

- (1) computation of positive, rational numbers;
- (2) introduction of variable expressions & solving one-step equations using positive, rational numbers in addition to understanding proportional relationships;
- (3) converting between the U.S. (Customary) and the Metric System and finding measurements related to rectangles and rectangular prisms; and
- (4) recognizing statistical questions followed by analyzing, representing and summarizing numerical data sets in multiple ways.

In **Grade 7**, instructional time will focus on four critical areas:

- (1) developing an understanding of, and computing fluently with positive and negative rational numbers;
- (2) developing an understanding of algebraic reasoning, to include simplifying expressions, solving 2-step equations, graphing proportional relationships, and representing real world situations algebraically;
- (3) developing an understanding of proportional reasoning and solving real world problems involving proportional relationships; and
- (4) solving problems related to two- and three-dimensional figures using circumference, area, surface area, and volume.

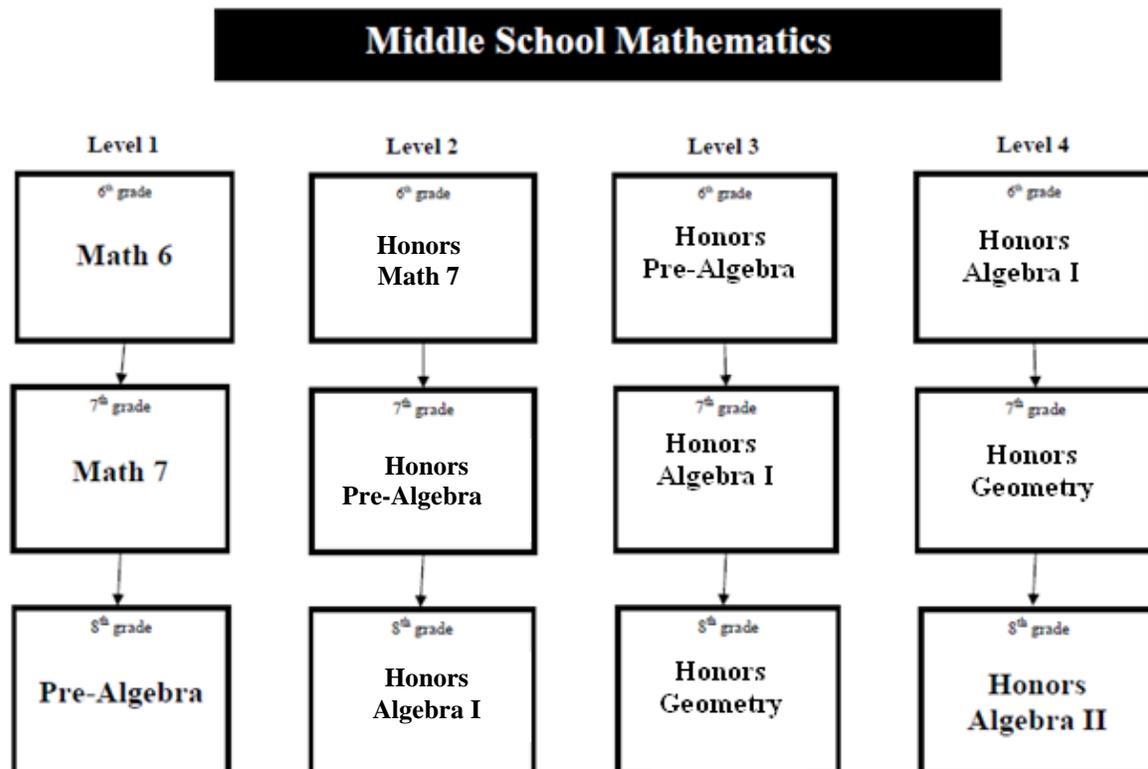
In **Grade 8**, instructional time will focus on three critical areas:

- (1) understanding the difference between rational and irrational numbers along with computing fluently with rational numbers in multi-step problems;
- (2) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations;
- (3) grasping the concept of a function and using functions to describe quantitative relationships; and
- (4) analyzing attributes of three-dimensional figures, finding volumes, understanding the impact of transformation on two-dimensional shapes and understanding and applying the Pythagorean Theorem.

In addition to the middle school math courses, middle school students may be enrolled in high school level mathematics classes before formally enrolling at Homestead High School. Students who complete both semesters, earning above a B- or higher in the course, will earn high school credit and the grade will be calculated into the high school grade point average* (*This affects students in Algebra 1, Geometry & Algebra 2*).

**Please note that both semesters must be completed before receiving high school credits or grade and the policy here is connected to School Board Policy 5160: Middle schools students coming to Homestead High School from SACS middle school feeders may take high school level courses before formally enrolling at Homestead. Students who complete both semesters of a course will receive high school credit and grades that will be calculated into the high school grade point average. Requests to remove high school credits and grades for courses taken in middle school must be submitted to the Registrar no later than March of the student's freshman year. Exceptions considered may be considered.*

The flow chart below illustrates the path an incoming 6th grade student will travel through mathematics depending on the entry level math course.



SCIENCE UNITS

REQUIRED 1 YEAR

Students in **sixth grade** will study the scientific process throughout the year in authentic, hands-on learning projects, through reading and writing for literacy, and within the following units of study.

Earth and Space Science: Understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion

Physical Science: Investigate different forms of energy with unique characteristics, Newton's Laws & motion.

Science, Technology, & Engineering: Applying a form of energy to design and construct a simple machine.

Life Science: Discover that all organisms, including humans, are part of complex systems found in all biomes. Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.

Team/Tech

REQUIRED 1 YEAR

Team Time is a unique experience where all students on a team and the four/five core teachers on the team have a class together at the same time, along with two computer technology teachers. Team Time offers an opportunity for core area teachers to further enrich their curricula and provide deeper focus on each content area's most important standards. It is extended, flexible learning time where teachers deliver cross-curricular, engaging, project-driven units, and the time also provides students an immersive technological experience. The computer technology teachers work closely along with the team's teachers in order to provide students integrated computer instruction which coincides with the projects on which the teams are working.

During this "Tech" portion of Team Time, students master a variety of informational technology standards involving computer coding; file management; typing skills; digital photo, video, and audio editing; spreadsheets; presentation; and effective communication and collaboration through the digital environment. Additionally, students will engage in Project Lead the Way (PLTW) computer science curriculum during the 6th, 7th, and 8th grade years in Team Time.

BAND

1 YEAR ELECTIVE

Beginning Band is offered to those students who will be in the sixth grade. No experience necessary! Students and parents will be guided through the instrument selection process insuring a good match between student and instrument. School instruments are available for those who cannot purchase an instrument. Students will be taught how to assemble and care for their instruments. They will also learn how to read music and will learn the fingering patterns for their instrument. Sixth grade band students participate in three concerts during their first year of band. Band class meets during the school day. No after school rehearsals are held. Students will have fun learning music while benefiting from participating in a worthwhile group activity. Scientific studies show that learning to play an instrument is great for the brain! We have a spot for you.

CHOIR

1 YEAR ELECTIVE

6th Grade Choir is a full year course which focuses on basics of proper singing technique as well as music literacy and music appreciation. Students learn how to read a musical score and to follow their own vocal part in the music. Musical signs and symbols, identification of notes and exposure to different styles of vocal music are all included in the course of study.

Students will perform in a concert once a quarter featuring a wide variety of music, solos, instruments, and dance. Attendance at all concerts is a mandatory part of the choir grade. A student's grade is determined by performance, in class assessments, and practice assignments.

Those students who are interested in further opportunities to sing are encouraged to try out for the after school Select Choir and our Spring Musical. Many students also participate in Vocal Solo and Ensemble Contest and Circle the State with Song.

ORCHESTRA **

1 YEAR ELECTIVE

Orchestra is a full year class dealing with the development of orchestral technique. Students will be exposed to music theory and music history relating to music performed. The course is designed for String Orchestra. All members of the class are **required to participate** in all rehearsals, concerts, contests, and performances. Students are encouraged to participate in the ISSMA Solo and Ensemble Contest. Students are also encouraged to study privately on their primary instrument.

**** Students wishing to take orchestra will be enrolled as a Woodside student.**

UNIFIED ARTS BLOCK

MUSIC EXPLORATION

UNIFIED ARTS
12-WEEK ELECTIVE

This class is open to all sixth grade students who select the unified arts series. No piano experience is necessary. Students will have the opportunity to learn at their own pace. Whether you are a beginner or an advanced piano student, there is a spot for you in our class. Students will have the opportunity to create their own music using the computer and music software. All students will need to provide their own headphones or ear buds. You will have fun learning about music with this hands-on class.

COMPUTER INVESTIGATION

UNIFIED ARTS
12-WEEK ELECTIVE

Students will use their laptop to create, problem solve, communicate and collaborate during this 12- week class that is part of the Unified Arts Series. They will think creatively, use systematic reasoning and work collaboratively while learning and applying important mathematical and computational ideas by using a graphical programming language. Students will use a spreadsheet to organize, evaluate, synthesize and communicate information to make informed decisions. Students will use a variety of devices to create a multimedia project that includes pictures, words, sound and video. All students will also improve their typing, word processing and graphics design skills. Anyone who takes this class will find it filled with exciting and interactive computer projects.

Principles of Organization

UNIFIED ARTS
12-WEEK ELECTIVE

Course Descriptions

Principles of Organization:

Course Description

This 12-week class is a class designed to help students learn the skills necessary to be independent, successful learners. Students will learn how to be more efficient at listening, note taking, using curricular resources, problem solving, memorizing and test taking. This class will also prepare entering sixth graders with the necessary information regarding middle school rules, procedures, and expectations.

Course Objectives

1. to facilitate student's successful adjustment to the middle school setting
2. to improve student's time management, organization, and study skills
3. to acquaint students with their learning styles and modalities to maximize their learning potential

**6TH GRADE EXPLORATORY BLOCK (TECHNOLOGY EDUCATION,
ART, AND SKILLS for
ADOLESCENCE)**

TECHNOLOGY EDUCATION

**REQUIRED
RELATED ARTS
6 WEEKS**

The middle school Technology Education Curriculum is intended to explore the widest range of technology, real world applications, and career awareness through developmentally appropriate activities. Students will learn that people must develop and control technology responsibly, that people have the capabilities to determine how technology can be applied to their benefit, and that materials should be used and reused in responsible ways. They will also learn about the influence and impact of technological systems on their lives at home, at school, and the world of work.

The course is intended to interest both male and female students of all abilities. The class will feature hands-on, applied activities; mathematics and science applications to reinforce concepts; design and problem solving; safe use of materials, tools, instruments, and equipment; and higher order thinking skills to propose creative, innovative, nontraditional solutions to technical problems. Information about careers will be shared, as appropriate, and include attributes needed for employment such as dependability, honesty, punctuality, reliability, responsibility, ability to work with others, pride in work, self-awareness, self-reliance, and self-worth.

The middle school curriculum is well-aligned with both the high school curriculum and the state guidelines. Further, it reflects the national standards proposed by the professional organization. The curriculum is designed to permit a wide range of instructional strategies and groupings for instruction such as full class for demonstrations, and 10-15 minute lectures; small group cooperative work for problem solving, and individualized assistance as required according to student needs.

ART

**REQUIRED
RELATED ARTS
6 WEEKS**

Students will focus on the Elements of Art, the Principles of Design, and Art History through the use of various drawing, painting, and ceramic activities. Upon completion of these six weeks, the students will have the basic skills needed to continue their art studies, to make effective visual choices, and to acquire a life-long appreciation of the visual arts. The Art curriculum is based on the Indiana State Standards required for Art.

SKILLS FOR ADOLESCENCE

**REQUIRED
RELATED ARTS
6 WEEKS**

***6th Grade Skills for Adolescence Students will:**

- *Learn about Nutrition and Wellness
 - Evaluation of choices and practices
 - Factors and issues that impact current and future health and wellness.
- *Demonstrate and Understand Relationship skills
 - Positive Family Relationships
 - Factors of Positive Relationships
- *Learn Life Skills and Resource Management
 - Problem Solving
 - Critically Thinking
 - Responsibility for self

PHYSICAL EDUCATION

**REQUIRED ALL YEAR
in three 6-week units**

6th Grade:

It is a goal that students are convinced that being healthy is a requirement for a long and happy life. Students are introduced to a variety of sports and activities that will help them to remain active for life. Physical education classes alternate with other classes all year long in 6-week units. Emphasis on personal physical fitness improvement will be our core, while over 10 sports and games will be taught in detail. Approximately half of the time in each activity will be devoted to skill development - the remainder for games and play. Sports cover a variety of team activities as well as lifetime/individual activities. Written work will be done in the form of unit tests, fitness worksheets, and writing assignments.

During the school year students will have the opportunity to participate in....

Badminton

Basketball

Fitness tests/games

Flag Football

Floor Hockey

Soccer

Swimming

Tennis

Track and field

Volleyball

Weights