

# BABYLON MEMORIAL GRADE SCHOOL

## GRADE 6 CURRICULUM GUIDE

This guide is intended to address the continuum of learning as it continues through sixth grade. The New York State learning standards delineated in this guide. Instruction is provided in a modified departmentalized program and is individualized, specific, and differentiated to meet the individual needs of the child. Although what is represented here are benchmarks for the sixth grade level, it must be remembered that children progress at paces specific to their abilities and interests.

In addition to the rigors of the K-12 curriculum articulated by NYSED, the Grade School prides itself on educating for character as a priority. When students attend to *respect, responsibility, honesty and empathy*, they likely address their schoolwork and collaborative interactions with others successfully.

### English Language Arts

The New York State Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:

- Information and understanding
- Literary response and expression
- Critical analysis and understanding
- Social interaction

The expectation is that students will “**read a minimum of 25 books or the equivalent per year across all content areas and standards**” and will “**write an average of 1000 words per month across all content areas and standards.**”

According to the New York State Education Department throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

## Reading

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension
- Read aloud, using inflection and intonation appropriate to text read and to audience
- Maintain a personal reading list to reflect reading goals and accomplishments

## Listening

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning

## Speaking

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to purpose for speaking
- Use facial expressions and gestures that enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation

## Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities (e.g., brainstorming, note taking, free writing, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe the rules of punctuation, capitalization, and spelling, such as
  - punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles
  - capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events
  - spelling of commonly misspelled words, homonyms, and content-area vocabulary
- Use correct grammatical construction in
  - parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections
  - simple/compound/complex sentences, using correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents
- Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills

The English Language Arts Standards are further explained in terms of literacy competencies and grade-specific performance indicators which are descriptions of student achievement: what students should know and be able to as a result of skilled instruction.

## Grade 6 Reading

<p style="text-align: center;"><b>LITERACY COMPETENCIES</b></p> <p>The <b>reading</b> competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p style="text-align: center;"><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b></p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to <b>read</b> include</p>
<p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words</li> <li>• Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy</li> <li>• Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words</li> <li>• Recognize at sight a large body of high-frequency words and specialized content vocabulary</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Extend knowledge of word meaning through direct and indirect means</li> <li>• Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning</li> <li>• Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts</li> <li>• Acquire new vocabulary by engaging with a variety of texts written by a range of different authors</li> <li>• Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty</li> <li>• Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources</li> <li>• Use a thesaurus to identify synonyms and antonyms</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Read grade-level texts from a variety of genres, in varying text formats and by</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Use the table of contents and indexes to locate information</li> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> <li>• Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software</li> <li>• Skim material to gain an overview of content or locate specific information</li> <li>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> <li>• Recognize organizational formats to assist in comprehension of informational texts</li> <li>• Identify missing, conflicting, unclear, and irrelevant information</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implied rather than stated</li> <li>• Compare and contrast information about one topic from multiple sources</li> <li>• Recognize how new information is related to prior knowledge or experience</li> <li>• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> <li>• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance</li> <li>• Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance</li> <li>• Condense, combine, or categorize new information from one or more sources, with assistance</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> <li>• Make, confirm, or revise predictions, with</li> </ul>

different authors, for a variety of purposes

- Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read
- Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted
- Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading
- Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large
- State or summarize a main idea and support it or elaborate on it with relevant details
- Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text
- Read grade-level texts and answer literal, inferential, analytic, and evaluative questions
- Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions
- Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text
- Participate cooperatively and collaboratively in group discussions of texts
- Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations
- Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations

#### **Motivation to Read**

- Show interest in reading a wide range of texts, topics, genres, and authors
- Read voluntarily for a variety of purposes
- Be familiar with titles and authors of a wide range of literature
- Engage in independent silent reading for extended periods of time

assistance

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression.**

- Read, view, and interpret texts from a variety of genres
- Define characteristics of different genres
- Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods
- Read aloud from a variety of genres (e.g., plays and poems)
  - use inflection and intonation appropriate to text read and audience
- Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)
- Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
- Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
- Recognize how different authors treat similar themes
- Identify the ways in which characters change and develop throughout a story
- Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
- Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
- Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
- Recognize how the author's use of language creates images or feelings, with assistance
- Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance

- Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Evaluate information, ideas, opinions, and themes by identifying
  - a central idea and supporting details
  - precise and vague language
  - statements of fact, opinion, and exaggeration
  - missing or unclear information

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|  | <ul style="list-style-type: none"><li>• Use established and personal criteria to analyze and evaluate the quality of ideas and information in text</li><li>• Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text</li><li>• Recognize how one's own point of view contributes to forming an opinion about information and ideas</li><li>• Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to<ul style="list-style-type: none"><li>- identify conflicting information</li><li>- consider the background and qualifications of the writer</li></ul></li><li>- evaluate examples, details, or reasons used to support ideas</li><li>- identify differing points of view in texts and presentations</li><li>- identify cultural and ethnic values and their impact on content, with assistance<ul style="list-style-type: none"><li>- identify multiple levels of meaning</li></ul></li></ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"><li>• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups</li><li>• Respect the age, gender, position, and cultural traditions of the writer</li><li>• Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication</li></ul> |
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The units of study in the 6<sup>th</sup> grade Reading Workshop are represented in the following calendar.

Unit of Study	Focus	Length
<u>Unit 1-September</u> The Reading Life: Launching the Upper Grade Reading Workshop	How do we compose lives in which reading matters?	3 weeks
<u>Unit 2- October</u> Expanding Ideas About Books Through Reading and Writing in Partnerships	How do we use talking and writing to encourage and grow ideas in partnerships?	4 weeks
<u>Unit 3- November</u> Non-fiction Reading	How do we read and comprehend non-fiction texts?	3 weeks
<u>Unit 4-December</u> Lifting the Level of Thinking and Talking About Texts	How do we dig deeper into our thinking about texts?	3 weeks
<u>Unit 5-January</u> Assessment Genre Study	How do we develop genuine reading and writing abilities that will provide a foundation for good test performance?	3 weeks
<u>Unit 6-February- beg. Mar.</u> Book Clubs	How do we have quality discussions about texts with our book club?	4 weeks
<u>Unit 7-Mid. Mar- April</u> Reading for Social Action	How do we read and write to make the world a better place?	6 weeks
<u>Unit 8-May</u> Moving Forward with Book Clubs	How do we continue to deepen understanding in our book clubs?	5 weeks
<u>Unit 9- June</u> Summer Reading Projects	How do we continue to grow as readers throughout the summer?	2 weeks

## Grade 6 Writing

<b>LITERACY COMPETENCIES</b> The writing competencies common to all four ELA standards that students demonstrate during grade 6 are	<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include
<b>Spelling</b> <ul style="list-style-type: none"> <li>Correctly spell words within own writing that have been previously studied or that follow previously</li> </ul>	<b>Standard 1:</b> Students will read, write, listen, and speak for information and understanding. <ul style="list-style-type: none"> <li>Use at least three sources of information, with appropriate citations, to develop reports</li> </ul>

<p>studied spelling patterns</p> <ul style="list-style-type: none"> <li>• Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use legible print and/or cursive writing</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts</li> <li>• Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts</li> <li>• Write on a wide range of topics, both student and teacher selected</li> <li>• Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication</li> <li>• Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience</li> <li>• Write, using a variety of media such as print and electronic</li> <li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> <li>• Use a variety of prewriting strategies to plan and organize writing</li> <li>• Review writing independently in order to revise for focus, development of ideas, organization, and language use</li> <li>• Review writing independently to address editing concerns</li> <li>• Write for a wide variety of audiences</li> <li>• Adjust style of writing, including voice and language used, according to purpose and audience</li> <li>• Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing</li> <li>• Review writing with teachers and peers</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>• Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information from two or three sources</li> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> <li>• Use paragraphing to organize ideas and information</li> <li>• Use paraphrasing, with assistance</li> <li>• Maintain a portfolio that includes informational writing</li> <li>• Include relevant and exclude irrelevant information, with assistance</li> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul> <p><b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Write original literary texts <ul style="list-style-type: none"> <li>- use organizing structures, such as stanzas, chapters, scenes, and verses</li> <li>- develop characters, create a setting, and establish a plot</li> <li>- use examples of literary devices, such as rhythm, rhyme, simile, and personification</li> <li>- establish a consistent point of view (e.g., first or third person)</li> <li>- use vocabulary to create a desired effect</li> </ul> </li> <li>• Write interpretive essays to <ul style="list-style-type: none"> <li>- summarize the plot</li> <li>- describe the characters and explain how they change</li> <li>- describe the setting and recognize its importance to the story</li> <li>- draw a conclusion about the work</li> <li>- interpret the impact of literary devices, such as simile and personification</li> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul> </li> <li>• Respond to literature, connecting the response to personal experience</li> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> <li>• Express opinions and support them through specific references to the text, with assistance</li> <li>• Demonstrate understanding of plot and theme, with assistance</li> <li>• Identify and describe characters and their motivations, with assistance</li> <li>• Analyze the impact of the setting, with assistance</li> <li>• Identify how the use of literary devices, such as</li> </ul>
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<ul style="list-style-type: none"> <li>• Engage in writing voluntarily for a variety of purposes</li> <li>• Engage in writing voluntarily on a range of topics</li> <li>• Publish writing in a variety of presentation or display mediums, for a variety of audiences</li> </ul>	<p>symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance</p> <ul style="list-style-type: none"> <li>• Draw conclusions and provide reasons for the conclusions, with assistance</li> <li>• Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing</li> <li>• Use supporting evidence from text to evaluate ideas, information, themes, or experiences</li> <li>• Analyze the impact of an event or issue from personal, peer group, and school community perspectives</li> <li>• Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments</li> <li>• Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation</li> <li>• Use precise vocabulary in writing analysis and evaluation</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> <li>• Present clear analysis, using examples, details, and reasons from text, with assistance</li> <li>• Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance</li> <li>• Explain connections between and among texts to extend the meaning of each individual text, with assistance</li> <li>• Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups</li> <li>• Respect the age, gender, social position, and cultural traditions of the recipient</li> <li>• Develop a personal voice that enables the reader to get to know the writer</li> <li>• Write personal reactions about experiences, events, and observations, using a form of social communication</li> <li>• Maintain a portfolio that includes writing for social communication</li> </ul>
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The units of study in the 6<sup>th</sup> grade Reading Workshop are represented in the following calendar.

Unit of Study	Type of Publication	Length
<u>Unit 1-September</u> The Writing Life: Launching the Upper Grade Writing Workshop	Varied genres (Fiction, non-fiction, etc.)	3 weeks
<u>Unit 2- October</u> Non-Narrative Connected to a Discipline (i.e. Social Studies)	Feature Article	4 weeks
<u>Mini Unit 3- Beg. Nov.</u> Interdisciplinary Writing	Science Lab Report/Social Studies Piece	2 weeks
<u>Unit 4-Mid Nov. - Dec</u> Persuasive Essays	Persuasive Essays	4 weeks
<u>Unit 5-January</u> Assessment Genre Study	Varied genres (Fiction, non-fiction, etc.)	3 weeks
<u>Unit 6-February- beg. Mar.</u> Non-Narrative Writing on Topics of Personal Expertise	Research paper	4 weeks
<u>Unit 7-Mid. Mar- April</u> Writing for Social Action	Varied genres (letters, poems, editorials, etc.)	6 weeks
<u>Unit 8-May</u> Narrative Writing	Memoir	5 weeks

## Grade 6 Listening

<b>LITERACY COMPETENCIES</b> The <b>listening</b> competencies common to all four ELA standards that students demonstrate during <b>grade 6</b> are	<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The grade-specific performance indicators that grade 6 students demonstrate as they learn to <b>listen</b> include
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen attentively, for an extended period of time, to a variety of texts read aloud</li> <li>Listen attentively, for an extended period of time, to oral presentations</li> <li>Listen attentively for different purposes, both student determined and teacher determined</li> <li>Respond appropriately to what is heard</li> <li>Listen respectfully when others speak</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment</li> <li>Identify essential details for note taking</li> <li>Distinguish between fact and opinion</li> <li>Identify information that is implicit rather than stated</li> <li>Connect new information to prior knowledge or experience</li> <li>Recall significant ideas and details, with assistance</li> <li>Make, confirm, or revise predictions, with assistance</li> <li>Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>Distinguish different genres, such as story, biography, poem, or play</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify a character’s motivation</li> <li>• Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning</li> <li>• Identify cultural and historical influences in texts and performances</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b>.</p> <ul style="list-style-type: none"> <li>• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance</li> <li>• Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening</li> <li>• Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations</li> <li>• Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose</li> <li>• Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance</li> <li>• Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance</li> <li>• Identify missing or unclear information, with assistance</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"> <li>• Respect the age, gender, social position, and cultural traditions of the speaker</li> <li>• Recognize friendly communication on the basis of volume, tone, and rate of the speaker’s voice</li> <li>• Recognize that social communication may include informal language, such as jargon and colloquialisms</li> <li>• Recognize the meaning of the speaker’s nonverbal cues</li> </ul>
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## Grade 6 Speaking

<p><b>LITERACY COMPETENCIES</b></p> <p>The <b>speaking</b> competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b></p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to <b>speak</b> include</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak in response to listening to a variety of texts</li> <li>• Speak in response to listening to and viewing a variety of performances</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Synthesize and paraphrase information</li> <li>• Make connections between sources of information</li> <li>• Present reports of five to seven minutes for teachers</li> </ul>

<ul style="list-style-type: none"> <li>• Use appropriate and precise vocabulary to communicate ideas</li> <li>• Use grammatically correct sentences when speaking</li> <li>• Include details and examples relevant to the audience when speaking</li> <li>• Communicate ideas in an organized and coherent manner</li> <li>• Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking</li> <li>• Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication</li> <li>• Respond respectfully to others, and offer feedback to others in a respectful and responsive manner</li> <li>• Participate in group discussions on a range of topics and for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>and peers on topics related to any school subject</li> <li>• Summarize main points as part of the conclusion</li> <li>• Use notes, outlines, and visual aids appropriate to the presentation</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers</li> <li>• Share book reviews</li> <li>• Summarize the plot, describe the motivation of characters, and explain the importance of setting</li> <li>• Use notes or outlines appropriately in presentations</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements</li> <li>• Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments</li> <li>• Articulate a thesis statement and support it with details, examples, and reasons</li> <li>• Persuade, using appropriate language, tone, volume, and gestures</li> <li>• Use notes or outlines appropriately in presentations</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other</li> <li>• Use the informal language of social communication</li> <li>• Respect the age, gender, social position, culture, and interests of the listener</li> <li>• Use the rules of conversation, such as avoid interrupting and respond respectfully</li> </ul>
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## Mathematics

Our goal in the beginning intermediate years is to ensure that all students become problem-solvers who are able to investigate mathematical content, who demonstrate positive attitudes toward and confidence in their abilities as active participants in mathematics, and realize that representing, discussing, reading, writing, and listening to mathematics are vital components of learning and using mathematics.

The New York State Mathematics Curriculum is into two sets of strands. The process strands include Problem Solving, Reasoning and Proof, Communication, Connections, and Representation and help students realize that mathematics is not a set of isolated skills. It is through the process strands that students engage in mathematical

content. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

The content strands include Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability and describe the content that students should learn. Instruction is intended to allow students to see how mathematics knowledge is related to the real world. The performance indicators are listed under each band within a strand and represent the outcomes of instruction.

## **Problem Solving Strand**

***Students will build new mathematical knowledge through problem solving.***

- Know the difference between relevant and irrelevant information when solving problems
- Understand that some ways of representing a problem are more efficient than others
- Interpret information correctly, identify the problem, and generate possible strategies and solutions

***Students will solve problems that arise in mathematics and in other contexts.***

- Act out or model with manipulatives activities involving mathematical content from literature
- Formulate problems and solutions from everyday situations
- Translate from a picture/diagram to a numeric expression
- Represent problem situations verbally, numerically, algebraically, and/or graphically
- Select an appropriate representation of a problem
- Understand the basic language of logic in mathematical situations (and, or, and not)

***Students will apply and adapt a variety of appropriate strategies to solve problems.***

- Work in collaboration with others to solve problems
- Translate from a picture/diagram to a number or symbolic expression
- Use trial and error and the process of elimination to solve problems
- Model problems with pictures/diagrams or physical objects
- Analyze problems by observing patterns
- Make organized lists or charts to solve numerical problems

***Students will monitor and reflect on the process of mathematical problem solving.***

- Discuss with peers to understand a problem situation
- Determine what information is needed to solve problem
- Determine the efficiency of different representations of a problem
- Differentiate between valid and invalid approaches
- Understand valid counterexamples

- Explain the methods and reasoning behind the problem solving strategies used
- Discuss whether a solution is reasonable in the context of the original problem
- Verify results of a problem

## **Reasoning and Proof Strand**

*Students will recognize reasoning and proof as fundamental aspects of mathematics.*

- Recognize that mathematical ideas can be supported using a variety of strategies
- Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking

*Students will make and investigate mathematical conjectures.*

- Investigate conjectures, using arguments and appropriate mathematical terms
- Make and evaluate conjectures, using a variety of strategies

*Students will develop and evaluate mathematical arguments and proofs.*

- Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships
- Develop and explain an argument verbally, numerically, algebraically, and/or graphically
- Verify claims other students make, using examples and counter examples when appropriate

*Students will select and use various types of reasoning and methods of proof.*

- Support an argument through examples/counterexamples and special cases
- Devise ways to verify results

## **Communication Strand**

*Students will organize and consolidate their mathematical thinking through communication.*

- Provide an organized thought process that is correct, complete, coherent, and clear
- Explain a rationale for strategy selection
- Organize and accurately label work

*Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.*

- Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form
- Answer clarifying questions from others

*Students will analyze and evaluate the mathematical thinking and strategies of others.*

- Understand mathematical solutions shared by other students
- Raise questions that elicit, extend, or challenge others' thinking

- Consider strategies used and solutions found by others in relation to their own work

*Students will use the language of mathematics to express mathematical ideas precisely.*

- Increase their use of mathematical vocabulary and language when communicating with others
- Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale
- Decode and comprehend mathematical visuals and symbols to construct meaning

## **Connections Strand**

*Students will recognize and use connections among mathematical ideas.*

- Understand and make connections and conjectures in their everyday experiences to mathematical ideas
- Explore and explain the relationship between mathematical ideas
- Connect and apply mathematical information to solve problems

*Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.*

- Understand multiple representations and how they are related
- Model situations with objects and representations and be able to draw conclusions

*Students will recognize and apply mathematics in contexts outside of mathematics.*

- Recognize and provide examples of the presence of mathematics in their daily lives
- Apply mathematics to problem situations that develop outside of mathematics
- Investigate the presence of mathematics in careers and areas of interest
- Recognize and apply mathematics to other disciplines and areas of interest

## **Representation Strand**

*Students will create and use representations to organize, record, and communicate mathematical ideas.*

- Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations
- Explain, describe, and defend mathematical ideas using representations
- Read, interpret, and extend external models
- Use standard and nonstandard representations with accuracy and detail

*Students will select, apply, and translate among mathematical representations to solve problems.*

- Use representations to explore problem situations
- Investigate relationships between different representations and their impact on a given problem

***Students will use representations to model and interpret physical, social, and mathematical phenomena.***

- Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)
- Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)
- Use mathematics to show and understand mathematical phenomena (e.g., Find the missing value:  $(3 + 4) + 5 = 3 + (4 + \underline{\quad})$ )

## **Number Sense and Operations Strand**

***Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.***

- Read and write whole numbers to trillions
- Define and identify the commutative and associative properties of addition and multiplication
- Define and identify the distributive property of multiplication over addition
- Define and identify the identity and inverse properties of addition and multiplication
- Define and identify the zero property of multiplication
- Understand the concept of rate
- Express equivalent ratios as a proportion
- Distinguish the difference between rate and ratio
- Solve proportions using equivalent fractions
- Verify the proportionality using the product of the means equals the product of the extremes
- Read, write, and identify percents of a whole (0% to 100%)
- Solve percent problems involving percent, rate, and base
- Define absolute value and determine the absolute value of rational numbers (including positive and negative)
- Locate rational numbers on a number line (including positive and negative)
- Order rational numbers (including positive and negative)

***Students will understand meanings of operations and procedures, and how they relate to one another.***

- Add and subtract fractions with unlike denominators
- Multiply and divide fractions with unlike denominators
- Add, subtract, multiply, and divide mixed numbers with unlike denominators
- Identify the multiplicative inverse (reciprocal) of a number
- Represent fractions as terminating or repeating decimals
- Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)
- Evaluate numerical expressions using order of operations (may include exponents of two and three)

- Represent repeated multiplication in exponential form
- Represent exponential form as repeated multiplication
- Evaluate expressions having exponents where the power is an exponent of one, two, or three

*Students will compute accurately and make reasonable estimates.*

- Estimate a percent of quantity (0% to 100%)
- Justify the reasonableness of answers using estimation (including rounding)

## **Algebra Strand**

*Students will represent and analyze algebraically a wide variety of problem solving situations.*

- Translate two-step verbal expressions into algebraic expressions

*Students will perform algebraic procedures accurately.*

- Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)
- Translate two-step verbal sentences into algebraic equations
- Solve and explain two-step equations involving whole numbers using inverse operations
- Solve simple proportions within context
- Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)

## **Geometry Strand**

*Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.*

- Calculate the length of corresponding sides of similar triangles, using proportional reasoning
- Determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and trapezoids) and develop formulas
- Use a variety of strategies to find the area of regular and irregular polygons
- Determine the volume of rectangular prisms by counting cubes and develop the formula
- Identify radius, diameter, chords and central angles of a circle
- Understand the relationship between the diameter and radius of a circle
- Determine the area and circumference of a circle, using the appropriate formula
- Calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle
- Understand the relationship between the circumference and the diameter of a circle

*Students will apply coordinate geometry to analyze problem solving situations.*

- Identify and plot points in all four quadrants
- Calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths)

## **Measurement Strand**

*Students will determine what can be measured and how, using appropriate methods and formulas.*

- Measure capacity and calculate volume of a rectangular prism
- Identify customary units of capacity (cups, pints, quarts, and gallons)
- Identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)
- Identify metric units of capacity (liter and milliliter)
- Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter)
- Determine the tool and technique to measure with an appropriate level of precision: capacity

*Students will develop strategies for estimating measurements.*

- Estimate volume, area, and circumference (see figures identified in geometry strand)
- Justify the reasonableness of estimates
- Determine personal references for capacity

## **Statistics and Probability Strand**

*Students will collect, organize, display, and analyze data.*

- Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question
- Record data in a frequency table
- Construct Venn diagrams to sort data
- Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)
- Determine the mean, mode and median for a given set of data
- Determine the range for a given set of data
- Read and interpret graphs

*Students will make predictions that are based upon data analysis.*

- Justify predictions made from data

*Students will understand and apply concepts of probability.*

- List possible outcomes for compound events
- Determine the probability of dependent events

- Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability

## **Science**

The broad objectives of the intermediate science program involve thinking logically and creatively, learning methods of inquiry, acquiring knowledge in the natural sciences and various investigative attitudes necessary to function effectively in society. The students will be able to demonstrate scientific literacy by their ability to use skills, science attitudes and science content to identify and solve science related problems.

The core understandings addressed in the sixth grade science curriculum are:

Living Environment -

- Identification of plant and animal cells
- The human body- comparative anatomy of organs and systems
- Understanding energy processes in living organisms such as photosynthesis and respiration

Physical Setting (physics and chemistry) –

- energy may exist within a material or in the **position** or **motion** of objects
- material and energy can be transferred several times within a complex system through a series of interactions
- common chemical reactions cause changes in states of matter
- properties and uses of **sound** and **light**
- the laws of motion using models, experiments and mathematics
- Observations, descriptions, and comparisons of the effects of forces on the motion of objects
- Use of graphs, tables, and charts to interpret data

Earth Science-

- Earth's position in the solar system
- the relationship between various bodies in space and their effect on seasons
- understand the phases of the moon
- characteristics of the planets of the solar system

The units studied are: measurement, motion, forces, energy, sound, light, astronomy, cells and the human body.

## **Social Studies**

The goal of the New York State Social Studies curriculum is to provide instruction that will help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and

interdependent with other nations of the world. The grade 6 program emphasizes the interdependence of all people, keying on the Eastern Hemisphere, and lessons compare and contrast the nations and regions with those of the United States, Canada, and Latin America. Concepts include:

- people throughout the world must solve basic economic problems
- nations have joined with one another in organizations which promote economic development and growth
- the use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction
- geographic features and climatic conditions influence land usage
- the environment is affected by people as they interact with it
- as civilizations flourished and spread, their power and influence grew
- the family as a social unit takes many different forms in Western Europe, Eastern Europe and the Middle East
- different groups of people have made lasting contributions to the arts and sciences
- as settlement patterns changed, new forms of political order developed to meet the more complex needs of societies
- in modern political states, formalized governmental structures play a major role in maintaining social order and control

## **Ten Week Courses**

A series of four ten week courses are offered in the sixth grade program: Health, Art, Family and Consumer Sciences, and Technical Education. These courses are part of the middle level requirements that are mandated by the New York State Education Department.

### **Health**

Health education enables students to maintain and promote physical well-being in a continually changing world, through the acquisition of understandings, attitudes and skills. It is an applied multidisciplinary field that draws upon knowledge obtained from the biological, environmental, psychological, social, physical, and medical science and is addressed by our guidance counselor, health, classroom, and physical education teachers. The instructional curriculum includes:

- adolescence - issues dealing with personal hygiene, physical development, self-esteem
- nutrition - current thinking on food groups, vitamins, correlation to general good health
- substance abuse - factual information regarding content of illegal drugs; legal, physical and social effects of misuse of drugs, various strategies which promote resistance to peer pressure
- interpersonal skills - various communication skills, both verbal and non-verbal, which can be applied in decision making and conflict resolution

New York State also mandates that we provide AIDS instruction to intermediate students. For this to be effective, information about AIDS and transmission and prevention must be repeated, in depth, over a span of time. Our age appropriate AIDS education is integrated with our health curriculum and includes communicable diseases, skills to practice a healthy lifestyle, community resources for information, help, and counseling, and methods of prevention. We not only seek to teach children about prevention, but hope they see AIDS as a serious aspect of their complex world, one to which they can respond rationally and conscientiously.

## **Art**

The sixth grade art program is a continuation of the basic elements of line, shape, color, texture, and composition. Students are encouraged to develop personal choice and style in creating projects which combine media forms:

Markers	Paint markers	Fabrics	Paper mache
Crayons	Tempura paints	Paper bags	Clay
Colored pencils	Specialty papers	Magazines	Plaster
Watercolor	Yarn	Tissue paper	Construction paper

Emphasis is placed on:

- exploring geometric and organic forms
- concept of balance
- pattern and repetition
- perspective
- two and three dimensionality
- refinement of process and technique
- ability to analyze and critique

## **Family and Consumer Sciences**

Home and Careers Skills is a practical course of study that utilizes knowledge from all subject areas to enrich every aspect of everyday living. Students develop and acquire new talents and skills, learn about themselves and explore career possibilities. They use problem solving steps to solve real life situations with consideration to fulfilling short and long term career and/or personal goals. They are also actively involved in creating and maintaining a healthy living and learning environment.

Content topics in 6<sup>th</sup> grade Home and Careers are Consumer Resource Management, Personal Environmental Management, Family and Parenting, Human Development, Interpersonal Relationships and Community Connections. The process skills infused into the curriculum include communication, leadership, management, and thinking. Positive youth development is an essential part of the curriculum.

## **Technical Education**

Technology Education encompasses a wide array of information. This course is designed to introduce our students to the many different technological subjects and open the doors

to the wide world of Technology! Students are required to learn and practice all safety rules and regulations. Some components of the program are:

- Measurement - an essential skill that all students must learn and is key to being successful in a technological society.
- Drawing - being able to transform an idea into reality begins with drawing. Students will learn drawing basics in this unit which will better prepare them for their Junior and Senior High School courses.
- Structures - it is important for students to be able to recognize different types of structures. An emphasis in this unit will be placed on home structures. Students will learn and understand the different parts of a home and build a model home in class.

Units of study include:

- Tools - Many of today's sixth graders have had no experience with tools. This unit will introduce many of the hand tools found in a home and teach students the basic skills of how to use them
- Manufacturing - this unit gives the students an introduction to the manufacturing process. They will build two projects: one using the assembly line method, and the second, independently as to get hands-on experience with the tools in the lab.
- Video editing - using video cameras and video editing software, students will write, develop, film, and edit a newscast using current video and computer technologies. All news stories will focus on Babylon Village events and news to help evoke a sense of pride for our community.
- Simple machines - simple machines help us do work more easily. This unit teaches students the 6 basic simple machines through the internet resources.

The course will culminate with an inventions project in which the students will research an invention in the school computer lab and will create a poster board which they will present to the class.

## **Technology**

The district's technology plan states the assumption that "instructional applications of technology will enable students to acquire skills that increase their employability and potential to attend college". The goals that have been established to see that belief realized are outlined for sixth graders are as follows:

Students will use technology to communicate effectively and creatively through software applications to create documents using word processing skills and publishing programs to apply writing process skills, use edit functions, and utilize presentation software to manage and present information and create reports.

Students will communicate through networks communication systems.

Students will use technology to access, retrieve, evaluate, and interpret visual and auditory information using electronic resources and search strategies.

Students will use technology to facilitate learning in all content areas.

Students will use technology to enhance and maximize productivity using software to strengthen skill development and develop strategies for problem-solving and critical thinking.

Students will continue to develop technology skills:

- Select and use technology appropriate to their needs
- Use an expanded technology vocabulary
- Develop keyboarding skills at an acceptable level
- Responsible use of technology equipment
- Using technology to promote creativity
- Publish work for an expanded audience, i.e. on district website
- Follow rules, regulations, and District Acceptable Use Policy as well as copyright laws when using the Internet

## **Music**

Music education is combined with speech, movement, instrumentation, and drama which integrate the arts to free the child's creative expression. The sixth grade instructional program reinforces the concepts taught in third and fourth grades and additionally focuses on:

- time signatures learned and experienced through the use of percussion instruments
- identification of all orchestral instruments and ability to group into appropriate families
- develop a greater awareness and appreciation of the lives and music of various composers
- sing in harmony, to improvise with voice and identify range
- employ and interpret the symbols of tempo, dynamics and articulation of expressive purpose
- the instrumental program is a progressive method designed to provide students with a strong fundamental basis for growth and development of the physical and technical aspects of playing an instrument, as well as the understanding and interpretation of written music:
  - extension of note range and dynamic range
  - more complex rhythms including sixteenth notes and syncopation
  - improvement of ensemble playing skills, including more highly developed sense of intonation, balance and phrasing
  - variety of articulation styles, including staccato and legato
  - increased awareness and appreciation of classical music through performance of transcriptions of standard orchestral and operatic repertoire
  - increased awareness and appreciation of American musical heritage through more extensive performance of jazz, blues, rock and commercial styles of band literature

## **Physical Education**

The goals of the Physical Education program are to give each student experiences which foster a respect for rules, offers opportunities for students to cooperate, develop trust and respect, assume responsibility, and work to accomplish a task. We strive to provide a foundation of knowledge, skills, and experiences that will encourage students to select from a diverse repertoire of activities which can be practiced and enjoyed for a lifetime. The sixth grade program reinforces the attitudes, skills, and activities taught in fifth grade. Additionally, focus is on:

- Safety instruction regarding fair play and proper use of equipment
- Activities that require score keeping, averaging and statistics
- Basic gymnastic maneuvers which translate to more complex sequences on mats and apparatus
- Presidential Physical Fitness Test

In grade four there is also a focus on activities that require score keeping, averaging and statistic as well as basic gymnastic maneuvers which translate to more complex sequences on mats and apparatus.

## **Library**

In our fifth and sixth grade Library program, many of the skills introduced in the third and fourth grades are reinforced with the expectation that they will begin to be put into practice. Fifth and sixth graders are expected to be able to understand and apply their knowledge to:

- The organization of materials
- The use of the card catalogue and the Dewey Decimal system
- Where fiction, non-fiction, reference materials, and biographical sources are located
- How to access audiovisual materials and non-print technology
- Appreciate literature through a familiarity with various forms and an increased knowledge of authors and illustrators
- Evaluation and selection techniques
- Listening and viewing skills
- Research and reporting techniques