VALLEY STREAM 13 SCHOOL DISTRICT

Family Guide to 6th Grade

October 2022

ENGLISH LANGUAGE ARTS : WONDERS

Our English Language Arts curriculum emphasizes the connection between reading, writing, listening and speaking.

Reading Readiness

In 6th Grade, students will develop the following skills:

- Read closely to determine what the text says explicitly/implicitly and make logical inferences from ites
- Determine a theme or central idea and explain how it is supported by key details
- Summarize a text
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Learn the difference between first and third person narrations
- Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims
- Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
- Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
- Read texts with sufficient accuracy and fluency to support comprehension
- Decode multisyllabic words

Writing Readiness

In 6th Grade, students will develop the following skills:

- Write arguments focused on discipline-specific content
- Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
- Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
- Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics: Math in Focus

In Grade 6, students focus on five key areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking.

Ratios and Proportional Relationships Strand

- Use reasoning about multiplication and division to solve ratio and rate problems about quantities.
- Connect understanding of multiplication and division with ratios and rates by viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities.
- Expand the scope of problems for which multiplication and division are used to solve problems and connect ratios and fractions.

Number System Strand

- Use the meaning of fractions and relationships between multiplication and division to understand and explain why the procedures for dividing fractions make sense.
- Extend previous understandings of numbers and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers.
- Reason about the order and absolute value of rational numbers and about the location of points on a coordinate plane.

Expressions, Equations, and Inequalities Strand

- Write expressions and equations that correspond to given situations, using variables to represent an unknown and describe relationships between quantities.
- Understand that expressions in different forms can be equivalent, and use the properties of operations to rewrite and evaluate expressions in equivalent forms.
- Use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations.

Geometry Strand

- Find areas of polygons, surface areas of prisms, and use area models to understand perfect squares.
- Extend formulas for the volume of a right rectangular prism to fractional side lengths and use volume models to understand perfect cubes.

Statistics and Probability Strand

- Learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.
- Understand the probability of a chance event and develop probability models for simple events.

Required Fluencies in Grade 6

- Multi-digit division
- Multi-digit decimal operations

Mathematical Practices

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.

Science: Glencoe Physical Science

Topics of exploration in Sixth Grade include:

Unit 1: Motion and forces

- Describing Motion
- Speed and Velocity
- Work and Simple Machines
- Forces and Fluids

Unit 2: The Laws of Motion

- Energy and Energy Resources
- Thermal Energy
- Foundations of Chemistry
- States of Matter

Unit 3: Properties of Matter

- Understanding the Atom
- Periodic Table
- Elements and Chemical Bonds

Unit 4: Interactions of Matter

- *Chemical Reactions and Equations*
- *Mixtures, Solubility and Acid/Base Solutions*
- *Carbon Chemistry*

Social Studies: Discovering Our Past A History of the World

Students take a deep dive into Mesopotamia, Ancient Egypt, The Ancient Greeks, Greek Civilization, and Rome as an empire, while focusing in on the following standards:

- **PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY:** The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

- **THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE:** The first humans modified their physical environment as well as adapted to their environment.
- **EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. - ca. 500B.C.E.):** Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.
- **COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E - ca. 630 C.E):** Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.
- **6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. - ca.500 C.E.):** As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.
- **MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. - ca. 1450):** The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.
- **INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. - ca. 1450):** Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

Health: The Great Body Shop

This health education curriculum is aligned to the National Health Education Standards. Every month students receive Student Issues which look like a health magazine. These magazines include culturally diverse lessons, characters, and puppets, making it student friendly, fun, and authentic.

6th Grade Curriculum:

Injury Prevention & Personal Safety

- First Aid skills for allergic reactions and asthma
- Sports Injury Prevention & Personal Safety prevention and First Aid
- Evaluating emergencies
- Safety hazards and routines
- Abdominal thrusts and other emergency skills
- Gang pressures
- Internet safety
- Predicting consequences of violence
- Sexual harassment and abuse
- Respect for self and others
- Resources for getting help

Nutrition

- Nutritional needs and the cycle of life
- Meal planning
- Food handling
- Shopping methods
- Storage and distribution of food products
- Setting personal nutritional goals
- Community nutrition efforts
- Reading food labels
- Comparing unit prices
- Healthy/unhealthy reasons for eating
- Eating disorders
- Dietary guidelines
- Analyzing dietary influences

Functions of the Body

- Stress response
- Reproductive and immune systems
- Allergies and asthma
- Empathy for allergies of others
- Cell function and operation
- Cell chemistry
- Predicting consequences of behavior on body systems
- Promoting healthy cell growth
- Responsible care for body systems
- Impact of drugs on the body

Growth and Development/Cycle of Family Life

- Growing up
- Puberty
- Routine body care
- Emotions
- Stages of growth from fertilization to birth
- Consequences of sexual activity
- Defining emotional maturity
- Practicing refusal skills
- Setting personal and family goals
- Relationships, responsible behaviors, abstinence
- Self management
- Self awareness
- Social awareness

Disease & Illness Prevention

- Illness symptoms
- Self care
- Consequences of poor care
- Knowing about germs
- Fighting germs
- Expressing empathy
- Following directions
- Personal and community hygiene rules
- Common childhood illnesses
- Vaccines

Substance Abuse Prevention

- Identifying types of pressures during adolescence
- Using strong values to resist social pressure
- School and community help resources
- Alcohol and drug addiction
- Importance of self worth
- Communication and refusal skills
- Medical problems and prescription drug risk
- Protective factors
- Legal and illegal drugs
- Developmental assets

- HIV and IV drug use
- Steroids

Community Health and Safety (Violence Prevention)

- Environmental pollution and community health
- Communities in stress
- Violent reactions to stress and anger
- Setting goals to lower community stress
- Predicting consequences of various stresses upon the community
- Gangs
- Conflict resolution
- Sexual harassment
- Bully prevention

Self Worth, Mental and Emotional Health

- Social, emotional learning skills
- Effect of self esteem on health choices and relationships
- Positive and negative ways to cope
- Respecting the uniqueness in self and others
- Positive values
- Goal setting
- Serving others
- Communication skills
- Refusal skills
- Resiliency and assets
- Grief and loss
- Positive character traits

Environmental and Consumer Health

- Types of pollution
- Safe and healthy environments
- Community resources
- Pollution clean up and prevention
- Environmental laws
- Community action
- Consumer factors and buying habits
- Product labels
- Unit pricing

- Service to the community
- Health advocacy
- Accessing health services and products

Physical Fitness

- Mental, emotional, and physical benefits of exercise
- Components of physical fitness
- Sports Injury Prevention & Personal Safety prevention
- Steroids
- Protective equipment
- Rules in sports
- Environmental conditions
- Diet and exercise plan
- Types of physical activities
- Monitoring fitness/target
- heart rate
- Fitness pyramid
- Fitness principles

HIV / Maturation

In grades five and six there are two units of study that address HIV and human maturation. In addition to The Great Body Shop curriculum, the teachers utilize several videos related to the topic. The Commissioner's Regulation 135.3 permits grade six parents to opt their children out from the AIDS prevention lessons only. If a parent would like to opt their child out, they can complete the attached form.

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Social, Emotional, Learning:

RULER Program and Responsive Classroom

Valley Stream UFSD 13 has adopted the RULER philosophy, which is an evidence-based approach for social emotional learning. RULER—which is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions—helps students to identify their feelings using a mood meter and work together to build a positive culture and climate in classrooms. RULER provides students with tools that help them deal with challenging feelings by reacting in less impulsive ways. Teachers incorporate aspects of RULER into their daily lessons to help support students' abilities to

integrate thinking, feeling, and behaving in a fashion that promotes healthy outcomes.

In addition, Valley Stream UFSD 13 has implemented Responsive Classroom. The Responsive Classroom approach to teaching and learning fosters safe, challenging, and joyful learning environments. This approach consists of practical strategies that bring together academic and social-emotional learning throughout the day. It allows children to reach their full potential by involving them in decisions about curriculum, classroom organization, classroom management, and discipline.

SPECIALS

In Kindergarten, students will attend Art, Music and Library once a week and Physical Education twice a week.

Physical Education:

- Locomotor skills and assessment (running, skipping, jumping, hopping, galloping and leaping)
- Spatial awareness and safety
- Fitness
- Visual motor coordination/bilateral integration
- Gross motor skills
- Developmental sports skills
- Cooperative partner and small group activities
- Health concepts

LIBRARY:

Students recognize similarities and differences among authors writing on the same theme; and participate in literary discussions and book reviews. Students may/can compare the print version of a literary work with audio, filmed, staged, or digital versions. Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather main ideas and details and integrate main ideas and details from visual texts with main ideas and details from print texts. Students will be able to identify the characteristics of a manageable topic for inquiry (comprehensiveness, level of complexity, available resources). Students will be able to revise the topic for a given research situation to include personal interest, relevant and important aspects of the overall topic); including to broaden or narrow it to make it manageable for a given research situation. Students will develop a plan for following an inquiry process to ask questions and find evidence to answer

questions about a research topic. Students use selected search engines to find appropriate information and participate in guided use of search engines and pre-selected Web resources to access appropriate information for research. Students use online catalog independently to locate specific books, get classification numbers, and browse the shelves. Students evaluate, select, and use both primary and secondary sources with attention to perspective and comprehensiveness - and engage with at least two authoritative and credible sources (print, video, or electronic). Student differentiates between important and unimportant details Summarizes information that answers research questions and relates new information to prior knowledge, makes inferences based on explicit information in text, and evaluates the development of an argument or claim and the strength of the supporting evidence provided. Students organize notes and ideas and develop an outline, mind map, or graphic organizer using both print and electronic tools. Students will be able to draft a presentation/product tailored to the audience. Students will be able to select and use resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement. Students recognize that learning is a social and civic responsibility and identifies and challenges misinformation and their own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives. Students evaluate and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information, and employs advanced digital literacy and cyber safety skills.

Art:

Sixth grade art students will use the elements of art and the principles of design to establish a meaningful point of view of self-expression. They will extend their art vocabulary and aesthetics to further communicate through art criticism and understand the role of art in world culture.

Students will develop the following skills:

- Use brainstorming and multiple resources to formulate an artistic investigation of personally relevant content for creating art.
- Investigate various techniques to art-making and demonstrate openness in the artistic process.
- Use perspective to create the illusion of depth in a two-dimensional drawing.
- Depict the proportional relationships among the parts of the human body or among other objects.
- Reflect, refine and revise artwork accordingly.

- Expand previous knowledge of: 2-D and 3-D design skills
- Use color characteristics: such as value
- Use color theory to make artistic decisions.
- Use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.

Innovation Lab:

Each building boasts an Innovation Lab with a district-developed curriculum as well as supplemental activities for single-day visits to the lab. The district-developed curriculum allows students to spend four days in the lab, allowing them to discover, design, create, and build. Our K-1 students follow hands-on STEAM learning that align to their science curriculum, such as making instruments, while our 2nd-6th grade students investigate, build and code using LEGO WeDo. Activities for single day visits include using KEVA planks, Bee Bots for coding, 3D doodler pens, and LEGO train.