



6th Grade



Curriculum  
Overview

Spooner Middle School



## BOARD OF EDUCATION

Karen Sorenson, President

Robert Hoellen, Vice President

Erin Burch, Board Member

Paul Johnson, Board Member

Kevin King, Board Member

Nathaniel Melton, Board Member

Debra Olson, Board Member

## SCHOOL ADMINISTRATION

Dr. David Aslyn, Superintendent

Shannon Grindell, Business Manager/Facilities Director

Dennis Scherz, High School Principal

Michelle Kabdi, Middle School Principal

Pete Hopke, Elementary School Principal

Mitch Hamm, Director of Special Education

Kayla Rudy, Numeracy Specialist

Dana Lucius, Reading Specialist

## SUPPORTING YOUR CHILD'S LEARNING

### At home, you and your child can:

- Encourage your child to use a variety of sources—books, magazines, videos, interviews, online sources, etc.--to seek information about any topics in which he or she shows interest.
- Involve your child in family decisions by asking him or her to use informational sources to find information to solve real-life problems, i.e. locate reviews online before making a purchase or investigate options for activities in an area your family will visit, and then discuss his or her research before making a decision.
- Encourage your child to read daily. Talk with your child about what he or she is reading.
- Discuss your expectations regarding ethical use of technology, privacy, and online safety with your child. Consult the Netsmartz Workshop (<http://www.netsmartz.org/Parents>) for resources and tips you can use when talking with your child about these issues.

## INFORMATION & TECHNOLOGY LITERACY

The Spooner Middle School Library Media Program is designed to help our students become effective users of ideas, information, and technology for successful life in the 21<sup>st</sup> century. Working collaboratively with classroom teachers and specialists, we provide a wide variety of resources, from traditional sources such as books to digital sources such as computer applications and e-books. Students have regular opportunities to select books for personal reading and may participate in the Wisconsin “Battle of the Books” program. Our mission is to help students develop skills in using media and technology responsibly, conducting research and inquiry, learning independently, and working collaboratively.

## MEDIA AND TECHNOLOGY

- To choose a variety of media and technology tools to gather, evaluate, and use information.
- To select and use technology tools to communicate ideas and information effectively and productively.

## INFORMATION AND INQUIRY

- To conduct relevant and personally meaningful inquiry and research.
- To evaluate and apply information from a variety of sources in multiple formats to meet personal and academic needs.

## INDEPENDENT LEARNING

- To read, view, and listen for pleasure, personal growth, and learning.
- To demonstrate self-motivation and personal responsibility for learning.

## LEARNING COMMUNITY

- To use media and technology tools to work productively in a collaborative learning environment
- To demonstrate responsible and ethical use of information and technology in both physical and online learning environments.
- To respect intellectual property rights and recognize the importance of free and open access to information in a democratic society.

Dear Parent/Guardian:

Thank you for supporting your child’s academic growth and progress. We know that students are more likely to succeed in school when their parents/guardians participate in their educational activities on a daily basis. Staff in the Spooner Area School District have worked hard to identify and provide you with this Curriculum Overview. It contains a sample of the content that your child should master by the end of the school year. While this is not inclusive to all of the material required for graduation at the end of 12th grade, it serves as a resource that can be used when supporting your child throughout the school year.

We have aligned our English Language Arts and Mathematics curriculum to the Common Core State Standards and are starting to see positive outcomes in the classroom as teachers and students are becoming more comfortable with expectations. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be more rigorous and relevant to students and reflect the knowledge and skills required for success in college and careers.

Additionally, this document provides recommendations for parents to “extend” student learning at home. Activities and resources are available for each content area at each grade level. Parents are also encouraged to check student progress in Skyward. This will assist parents in monitoring student progress. Another resource is our school district website at [www.spooner.k12.wi.us](http://www.spooner.k12.wi.us). You are encouraged to visit the “parent” tab for additional resources and information.

Above all else, remember to speak with your child’s teacher on a regular basis. This communication is very important to your child’s success. Their teacher can provide parents with immediate information and feedback intended to support your family successfully meet their needs.

Sincerely,

Michelle Kabdi

Spooner Middle School

Principal

## PARENT AND COMMUNITY RESOURCES

*DREAM, BELIEVE, ACHIEVE, AND EXCEL*

### SKYWARD

Skyward is a tool for parents to assist them track their child's attendance, discipline and grades. Parents can access Skyward at <https://sasd-21.sasd.spooner.k12.wi.us/scripts/wsisa.dll/WService=wsSky/fwemnu01.w> Please contact your child's school office for assistance to access this information if needed.

### COMMON CORE STATE STANDARDS

Today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12<sup>th</sup> grade. Parents and educators can access additional information at <http://www.corestandards.org/>.

### WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Educational information for parents and students can be accessed on the Wisconsin Department of Public Instruction website at [http://dpi.wi.gov/launchpage\\_parentsstudents](http://dpi.wi.gov/launchpage_parentsstudents).

### SMARTER BALANCED ASSESSMENTS

New assessments are aligned to the Common Core State Standards in English language arts and mathematics for grades 3-8. Students will be participating in these assessments beginning with the 2014-2015 school year. For additional information and practice questions please visit their website at <http://www.smarterbalanced.org/parents-students/>.

## LEARNING BEYOND THE CORE

### PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.
- Makes strides towards healthy fitness zone

At the Spooner Middle School, students will be introduced to a variety of activities that will help them to become lifelong learners and to pursue a healthy, active lifestyle. Throughout the year, there will be an emphasis on fitness concepts and principles. After each unit, a skill assessment will take place that students will be graded on; however performance outcome will never be part of an assessment.

### Supporting the curriculum at home:

- Review grades with student(s) on Family Access
- Ask questions about units/topics covered in class and have them demonstrate what they learned.
- Encourage student(s) to participate in after school events that promote physical activity.
- Be physically active role models and encourage your children to be active on a regular basis.
- Plan and participate in family activities that include physical activity together.
- Set limits on the amount of time your child(ren) spend watching television, playing video games, or computer games.

## LEARNING BEYOND THE CORE

### ART

The sixth grade art class attempts to build upon the teachings from 5<sup>th</sup> grade art with a renewed focus on the elements of art. Students will continue to work on art vocabulary and its use in visual art creation, critique, and history. Students will work on projects that continue to sequentially expand upon their knowledge and acquisition of skills and techniques.

- To be able to identify the elements of art in both assignments and the work of artists historically.
- To learn how the elements of art are the artist's "tools" and how they are each inter-related to one another.
- To develop an appreciation for art and its creation through student work and the critique of historical works and those of their peers.
- To experience a variety of art production methods through differing media.
- To learn about what artists have done in the past and how art is the greatest of all undertakings by humankind.
- To expand upon their knowledge of the vocabulary of the visual arts.
- To produce original works of art that exhibit an understanding of the elements of art as the focus of each assignment and how they also relate to the principles of design.
- To create artwork inspired by artists from the past, and learn about that artist's work and how they influenced art in their era.

### BAND

This class is an introduction to instrumental music with a fundamental focus on the principles of music education and performance through the venues provided such as marching band, concert band, small ensemble performance, solo performance and audition-based ensembles regionally and statewide. This course also serves as a preparation for students interested in music-related classes in high school. This course is recommended for students who have an interest in developing and improving their existing musical skills. The class provides students with fundamental skills and knowledge and diverse experience necessary to succeed in performance-based situations. This course is designed to analyze artistic performance in both subjective and objective manners. Students will be evaluated through their performances, class assignments and other auditions. Evaluations will be objective as well as subjective in nature. Instrumental Music fulfills an elective requirement in middle school.

#### Objectives

- To rehearse and perform an array of musical styles written for band, marching band, pep band, jazz idioms and more.
- To develop fundamental skills in rhythm and playing technique.
- To develop and refine solo, small and large group performance skills.
- To increase knowledge of the students' role as in individual in a performing ensemble.
- To maintain an active and visible role in the community through music.
- To represent SASD at community events, parades, ceremonies and concerts.
- To explore appropriate individual creativity and self-expression.

## RESPONSE TO INTERVENTION (RtI)

RtI allows the school district to differentiate instruction to meet the needs of individual students. Students who need academic interventions as well as enrichment are supported in this initiative. Additionally the parent is a key component of their child's education. Parent and family resources can be found at <http://www.wisconsinrticenter.org/parents-and-family.html>.

## PARENT TEACHER ORGANIZATION

Our Parent Teacher Organization strives to enhance children's educational experiences. Our primary objective as a PTO is to provide our school with funds, programs, resources, and services that will enrich and maximize the education of every child. To meet this important objective, and afford services that are no longer covered by our school budgets, we must fundraise. Though it may not be our favorite responsibility, it is a necessary one. Our school community must raise money if we want to provide our children with such items as updated technology, library books, school improvements, incentive prizes, grade and curriculum based assemblies, etc. Our goal, simply stated, is creating a better school and a better educational experience for our children. We strive to create an atmosphere where teachers, administrators, and support staff can do their best work – and so can our children. Becoming a member does not mean you automatically sign up to volunteer, it just means you support our group and believe in what we're doing.

## PTO COMMUNICATIONS

- Visit the Spooner School website – [www.spooner.k12.wi.us](http://www.spooner.k12.wi.us). Simply click on PTO under the "For Parents" section for access to all PTO related activities and information.
- PTO Parent Email Distribution List – To be added to our distribution list please include your
- E-mail address on the Membership envelope or simply contact an Executive Board Member and request to be added.
- Spooner Area Schools PTO is also on Facebook. Simply visit our page and click "Like".



# ENGLISH LANGUAGE ARTS

This course is designed to develop strong foundational language arts skills. In addition, students will develop literacy skills that lend themselves to self-reliance and critical thinking. Students will analyze the credibility, intent, relevance, and accuracy of print and digital texts. Students will reflect upon and respond to these texts by creating and distributing media content of their own.

Our literary approach will focus on genre studies, specifically the genres of fantasy, historical fiction, science fiction, and mystery. Within each genre, the class will spend four weeks on a shared instructional text such as *The Lightning Thief*. This will be followed by three weeks of reading novels in small groups. Novels will be supplemented with informational texts, poetry, and digital media related to these novels and the topics they address.

Students will need to analyze the meaning and structure of these texts and then expand their understanding of them through research. The media content students produce in response to what they read will be polished proof that they can achieve higher order thinking while observing the fundamentals of spelling, presentation, and grammar.

## READING

- To cite evidence from the text to support my interpretation of what the text says directly and what is inferred.
- To identify the theme and details of a text and provide a summary free from my personal opinions.
- To understand figurative language.
- To determine the author's purpose and point of view and explain how they are conveyed in the text.
- To follow and evaluate the claims made in a text to see which ones are supported by reasons and evidence and which ones are not.
- To compare and contrast different authors' writings on the same event.

## HISTORY:

- To analyze historical events/developments and classify as examples of change or continuity.
- To analyze multiple factors that influenced the perspectives of people during
- historical eras and why they have changed over time.
- To use questions generated about individuals and groups to analyze their historical significance and use multiple historical sources to identify further areas of inquiry.
- To explain and evaluate multiple causes and effects of events and developments in the past.

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Use family access to check grades at home
- Use website [www.classzone.com](http://www.classzone.com) that goes with our Social Studies text book, World Cultures and Geography by McDougal Littell
- Use <http://www.sheppardsoftware.com/> to practice map skills
- Ask your child an open ended question about Social Studies:
- What do you want to learn more about in Social Studies...
- What is the first idea/topic you think from Social Studies class today...
- What was confusing about Social Studies today...
- Tell me a brief summary about Social Studies...
- One thing I understand from Social Studies class today is...
- If I could teach Social Studies class today, I would have taught...

## SOCIAL STUDIES

This course is designed to explore the geography, history, culture, government, and economics of the countries in the Western Hemisphere. In addition, the following units are explored in more detail, such as, CounterAct Program, Economics: World of Trade, social issues, current events, and historical remembrance days (9/11, Veteran's Day, etc.).

### CIVICS

- To explain the powers and limits of the three branches of government, public officials, and bureaucracies in the United States and in other countries, along with the procedures for making decisions at all levels: local, state, and national.
- To Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- To compare historical and contemporary means of changing societies, and promoting the common good.

### ECONOMICS

- To explain how economic decisions affect the well-being of individuals, businesses, and society impacting the roles of buyers/sellers in product, labor, and markets.
- To explain how changes in supply and demand cause changes in prices for quantities of goods/ services, labor, credit, foreign currencies, and competition in the market.
- To explain why standards of living increase as productivity improves.
- To analyze the role of innovation and entrepreneurship in a market economy.
- To explain the barriers and benefits to trade among nations.

### GEOGRAPHY

- To construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- To use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- To analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- To explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

## WRITING

- To introduce a claim and organize supporting reasons and evidence.
- To introduce and develop a topic with relevant, well-organized ideas.
- To do research using credible sources without plagiarizing.
- To find evidence from the text to support analysis and reflection.

## SPEAKING AND LISTENING

- To explore a topic through conversation by asking questions and making comments based upon the questions and comments of others.
- To follow and evaluate the claims made in a discussion to see which ones are supported by reasons and evidence and which ones are not.

## LANGUAGE

- To use pronouns correctly in relation to their antecedents.
- To use commas, parentheses, and dashes correctly.
- To vary sentence patterns for meaning and style.

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Have your student spend at least thirty minutes a day reading a novel.
- Help your student keep up with the Words Their Way home activities.
- Encourage your student to spend time at home using online tutorial programs like Moby Max and Tween News Tribune.
- Visit our classroom blog at least once a week, and keep up with your student's grades through Skyward Family Access.

# MATHEMATICS

This course is designed to use basic mathematical processes to solve real world and mathematical problems. First quarter focuses on ratios, rates, and proportions. We will also be exploring area of polygons, and adding, subtracting, multiplying and dividing. We will be doing this using whole numbers, fractions, and decimals. Quarter two explores surface area, volume, and algebra. In third quarter we will return to ratios and rates, this time using fractions, decimals, and percents. In addition we will be analyzing statistics. Fourth quarter focuses on rational numbers in the coordinate plane and using mathematical processes learned throughout the year to solve performance tasks.

## RATIOS, RATES AND PROPORTIONS WITH FRACTIONS, DECIMALS, AND PERCENTS

- To relate ratio and rate situations and connect them to whole number multiplication and division.
- To connect Factor Puzzles to tables of equivalent ratios and use Factor Puzzles to solve proportions.
- To solve real world problems involving rates, ratios, and proportions.
- To solve proportions with non-whole-number solutions.
- To represent ratios in fraction form.
- To solve proportions involving both part-to-part and part-to-whole ratios.
- To find a percent of a quantity as a rate per 100 and solve problems involving finding the whole given a part and the percent.
- To use equations to represent proportional relationships.
- To use ratio reasoning to convert measurement units.

## AREA AND SURFACE AREA

- To compose and decompose rectangles to derive a formula for the area of a triangle, parallelogram, and trapezoid.
- To find the area of a regular polygon.
- To draw polygons in the coordinate plane given coordinates.
- To use coordinates to find the length of a side joining points with the same first coordinate.
- To represent prisms and pyramids using nets made from rectangles and triangles.
- To use nets to find the surface area of prisms and pyramids.
- To solve real world and mathematical problems involving area and surface area.

## OPERATIONS WITH WHOLE NUMBERS, FRACTIONS, AND DECIMALS

- To fluently divide whole numbers. (CC.6.NS.2)
- To fluently add, subtract, multiply and divide decimals.
- To develop strategies for writing equivalent fractions, including by using the least common multiple.
- To multiply and divide fractions and mixed numbers.
- To solve mathematical and real world problems involving whole numbers, decimals, and fractions.

## EARTH AND SPACE SCIENCE

- To continue to build an understanding of earth's place in the universe and show understanding about the moon, earth, solar system and universe. (Solar system to Universe).
- To introduce new concepts and continue to develop understanding of Earth's systems, the cycling of Earth's materials, and the flow of energy that drives this process. (History of planet earth, materials, water, weather).
- Continue building and understanding of the uneven distributions of Earth's mineral, energy, and groundwater resources that are the result of past and current geoscience processes. Recognize how humans impact the environment. (Natural resources, Hazards, Human impacts on earth and climate).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Relate curriculum to real life experiences – Discuss how parents use science at home, work, etc.
- [www.edheads.com](http://www.edheads.com) – Weather activities
- <http://www.sciencemuseum.org.uk/onlinestuff/games.aspx> - Energy
- <http://www.sciencekids.co.nz/space.html> - Space
- Check weekly blog for any messages and assignments



## SCIENCE

Sixth grade science is a year-long class that focuses on a combination of physical science and earth and space science. Students will demonstrate knowledge by being able to answer questions such as, “What is energy?” “What is earth’s place in the Universe?” and “How do humans impact earth’s systems?” Students will be expected to show their proficiency in numerous ways such as recording and analyzing data, planning and carrying out investigations, and obtaining, evaluating, and communicating information with their teachers and their peers.

### PHYSICAL SCIENCE

- To demonstrate understanding of motion and stability, the factors that affect the strength of electric and magnetic forces, and recognize that fields exist between objects exerting forces on each other even though the objects are not in contact. (Forces and Interactions).
- To demonstrate understanding of energy and the conservation of energy and energy transfer. Being able to recognize that the relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.
- To introduce and demonstrate an understanding of wave properties. Describe how a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. (Wavelength, frequency, amplitude, and sound waves).

### ALGEBRA: EXPRESSIONS AND EQUATIONS

- To write and simplify numerical expressions involving exponents.
- To read, write, and evaluate algebraic expressions, and use properties of operations to recognize and generate equivalent expressions.
- To solve one and two step equations with whole number, decimal and fraction answers.
- To use graphs, tables, and equations to represent and analyze relationships between dependent and independent variables.

### VOLUME OF RECTANGULAR PRISMS

- To find the volume of right rectangular prisms with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths.
- To show that counting unit cubes is the same as multiplying the edge lengths of a prism.
- To apply the formulas  $V=lwh$  and  $V=Bh$  to find volumes of right rectangular prisms with fractional edge lengths.
- To solve real world and mathematical problems involving volume.

### ANALYZING STATISTICS

- To understand that a set of data can be described by its center, spread, and overall shape.
- To recognize that a measure of center, such as mean and median, summarizes a set of data values with a single number.
- To display numerical data on dot plots, histograms, and box plots.
- To relate the choice of measures of center and the variability to the shape of the data distribution and the context in which the data were gathered.
- To display and interpret real world data.

### RATIONAL NUMBERS AND THE COORDINATE PLANE

- To understand that positive and negative numbers can describe quantities having opposite directions on a number line or opposite values.
- To locate and plot points that represent integers and other rational numbers on the number line and in all four quadrants of the coordinate plane.

## SUPPORTING YOUR CHILD’S LEARNING AT HOME

### At home, you and your child can:

- Have your child memorize their multiplication and division facts from 0 to 12.
- Make sure your child’s homework is complete every night.
- Discuss your child’s homework with them and ask them to explain how to solve a couple problems.
- Practice the weekly concepts at home by making up problems.
- Discuss how the weekly concepts relate to the real world.
- Have your child go on [www.khanacademy.org](http://www.khanacademy.org) to work on skills at their level. To add me as a coach, my coach id is [thum-mell@spooner.k12.wi.us](mailto:thum-mell@spooner.k12.wi.us).