

# 2010-2011

# Otsego Public Schools

*"Linking Students to the World"*



## Sixth Grade Curriculum Overview for Parents

### **Mission Statement**

*The Otsego Public Schools will provide a challenging academic experience in a safe environment, develop individual talents, promote unity among a diverse student population and create partnerships within the community.*

## **English Language Arts**

**Sixth Grade English Language Arts** is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

*By the end of Sixth Grade, your child should know and be able to do the following:*

### **Reading**

- Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- Use context clues to determine the meaning of unfamiliar and multiple meaning words.
- Read fluently with appropriate expression.
- Apply strategies to construct meaning and identify unknown words.
- Analyze elements such as dialogue, plot, themes, major and minor characters, and climax.
- Explain how authors use literary devices (dialogue, imagery, and understatement) to develop characters, themes, and plots.
- Make connections between themselves, others, the world, and text across all curricular areas.
- Analyze elements of style in narrative text (folktales, fantasy, adventure, and action).
- Analyze elements of style in informational text (research report, how-to-articles, essays).
- Understand the use of footnotes, bibliographies, introductions, summaries, conclusions, and appendices.



- Interpret graphs and charts to enhance understanding and follow directions given in an informational passage.
- Summarize grade level narrative and informational text.
- Independently self-monitor comprehension when reading or listening to text.
- Use strategies of an active reader (predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).
- Be enthusiastic about reading and do substantial reading on his/her own.

## **Writing**

- Spell a selected list of high frequency words appropriate to grade level.
- Write a cohesive narrative piece (personal narrative, adventure, tall tale, folk tale, fantasy) including characterizations, conflicts, plot, theme, and imagery for a specific audience.
- Write an essay (personal, persuasive, comparative) for an audience.
- Formulate questions to guide and organize research projects.
- Exhibit individual style to enhance writing.
- Use conventions appropriate to grade level: indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes.
- Write legibly in his/her compositions.
- Be enthusiastic about writing.
- Use the Writing Process to:
  - Write a narrative on a common theme using a variety of prewriting techniques such as graphic organizers, story maps, and webs to collect and focus thoughts and write a personalized response.
  - Review and revise drafts using proofreaders' checklists individually and in peer editing groups.
  - Write for a specific purpose by using sentence variety in multiple paragraphs.

## **The Six Traits of Good Writing**

**Good examples of writing should include the following traits:**

- Ideas: Main idea, Clarifying ideas, Focused
- Organization: Beginning, Middle, and End
- Voice: Personality, Perspective, Energy, and Enthusiasm
- Word Choice: Concise, Readable, Interesting
- Fluency: Smooth, Expressive, Good Transitions, Variety of Sentences
- Conventions: Spelling, Grammar, Punctuation

## **5-Step Writing Process**

### **Pre-Writing**

- Brainstorm
- Graphic Organizers

### **Rough Draft**

- Express Ideas

### **Revise**

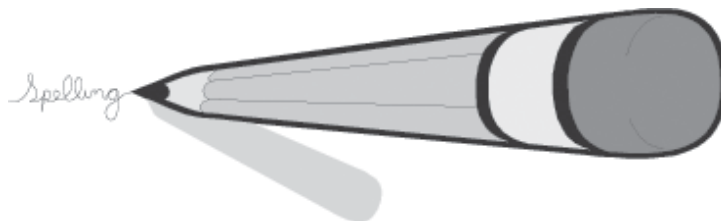
- Expand on Ideas
- Vary Sentence Length

### **Edit**

- Use Teacher and Peer Conferencing
- Check for Capitals, Punctuation, Spelling, and Grammar

### **Publish**

- Final Copy



## **Speaking/Listening/Viewing**

- Design and deliver an engaging oral presentation on a content area topic.
- Ask and respond to questions and remarks to engage the audience when making a presentation.
- Engage in book clubs, literature circles, partnerships, or other discussions.
- Listen, view, and discuss multiple text types.
- Respond to, evaluate, and analyze presentations delivered by peers by summarizing, taking notes, and asking questions.
- Identify persuasive techniques used in television, and identify false and misleading information.
- Recognize that communication is both verbal and nonverbal.
- Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to convey his/her point of view in a presentation.
- Respond to a variety of selections that contain different viewpoints on the same theme and compare/contrast similarities and differences.
- Demonstrate the appropriate social skills of audience behavior (eye contact, quiet and still, attentive, supportive) during presentations.



# **Mathematics**

*In the following areas of Mathematics, by the end of sixth grade, your child should be able to do the following:*

## **Number and Operations**

- Understand division of fractions as the inverse of multiplication.  
e.g., if  $4/5 \div 2/3 = \underline{\quad}$  then  $2/3 \times \underline{\quad} = 4/5$ ,  
so  $\underline{\quad} = 4/5 \cdot 3/2 = 12/10$ .
- Given an applied situation involving dividing fractions, write a mathematical statement to represent the situation.
- Solve for the unknown in equations.  
e.g.,  $1/4 \div \underline{\quad} = 1$ ,  $3/4 \div \underline{\quad} = 1/4$  and  $1/2 = 1 \times \underline{\quad}$ .
- Multiply and divide any two fractions, including mixed numbers.
- Order rational numbers and place them on the number line.
- Represent rational numbers as fractions or terminating decimals when possible and translate between these representations.
- Understand that a fraction or a negative fraction is a quotient of two integers.  
e.g.,  $-8/3$  is  $= -8$  divided by  $3$ .
- Understand integer subtraction as the inverse of integer addition, add and subtract integers, using integers from 10 to -10.
- Add, subtract, multiply, and divide integers between -10 and 10. Use the number line and chip models for addition and subtraction.
- Add, subtract, multiply, and divide positive rational numbers.
- Find equivalent ratios by scaling up or scaling down.
- Calculate part of a number given the percentage and the number.
- Solve word problems involving percentages in such contexts as sales taxes and tips and involving positive rational numbers.
- For applied situations, estimate the answers to calculations involving operations with rational numbers.
- Solve applied problems that use the four operations with appropriate decimal numbers.
- Understand and use integer exponents, excluding powers of negative numbers; express numbers in scientific notation.
- Locate negative rational numbers (including integers) on the number line; know that numbers and their negatives add to 0 and are on opposite sides and at equal distance from 0, on a number line.

- Understand that rational numbers are quotients of integers (nonzero denominators).  
e.g., a rational number is either a fraction or a negative fraction.
- Understand that 0 is an integer that is neither negative nor positive.
- Know that the absolute value of a number is the value of the number, ignoring the sign; or is the distance of the number from 0.

## **Algebra**

- Solve applied problems involving rates, including speed.
- Plot ordered pairs of integers and use order pairs of integers to identify points in all four quadrants of the coordinate plane.
- Use letters, with units, to represent quantities in a variety of contexts.
- Distinguish between an algebraic expression and an equation.
- Use standard conventions for writing algebraic expressions.
- Represent information given in words using algebraic expressions and equations.
- Simplify expressions of the first degree by combining like terms and evaluate using specific values.
- Understand that graphs and tables can suggest relationships between quantities.
- Graph and write equations for linear functions of the form  $y = mx$  and solve related problems.
- Represent simple relationships between quantities using verbal descriptions, formulas, tables, and graphs.
- Relate simple linear equations with integer coefficients to particular context and solve.
- Understand that adding, subtracting, multiplying, and dividing the same number to both sides of an equation creates a new equation that has the same solutions.
- Solve equations of the form  $ax + b = c$ , by hand for positive integer coefficients less than 20 and interpret the results.

## **Measurement**

- Convert between basic units of measurement within a single measurement system.
- Draw patterns for a cube and rectangular prism, that, when cut, will cover the solid exactly (nets).
- Compute the volume and surface area of cubes and rectangular prisms given the lengths of their sides, using formulas.

## **Geometry**

- Understand and apply basic properties of lines, angles, and triangles, including:
  1. Triangle inequality
  2. Relationships of vertical angles, complementary angles, supplementary angles.
  3. Congruence of corresponding and alternate interior angles when parallel lines are cut by a transversal and that such congruencies imply parallel lines.
  4. Locate interior and exterior angles of any triangle and use the property that exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles.
  5. Know that the sum of the exterior angles of a convex polygon is  $360^\circ$
- Understand that for polygons, congruence means corresponding sides and angles have equal measures.
- Understand (reflections, rotations, translations), relate these to congruence, and apply them to solve problems.
- Understand and use simple compositions of basic rigid transformations.
- Use paper folding to perform basic geometric constructions of perpendicular lines, midpoints of line segments and angle bisectors, and justify informally.

## **Data and Probability**

- Express probabilities as fractions, decimals, or percentages; know that 0 probability means an event will not occur, and the probability 1 means an event will occur.
- Compute probabilities of events from simple experiments with equally likely outcomes, by listing all possibilities and finding the fraction that meets given conditions.

# **Science**

In the following areas of science, by the end of sixth grade, your child is expected to:

## **Physical Science**

- Describe and compare objects in terms of mass, volume, and density.
- Explain when length, mass, weight, density, area, volume or temperature are appropriate to describe the properties of an object or substance.
- Classify substances as elements, compounds, or mixtures.
- Justify classification of substance in terms of atoms and molecules.
- Describe the arrangement and motion of molecules in solids, liquids, and gases.
- Describe common physical changes in matter: evaporation, condensation, sublimation, thermal expansion and contraction.
- Describe common chemical changes in terms of properties of reactants and products.
- Explain physical changes in terms of the arrangement and motion of atoms and molecules.
- Describe common energy transformations in everyday situations.
- Describe and compare motion in two dimensions (up, down, curved path).
- Relate motion of objects to unbalanced forces in two dimensions.
- Describe the non-contact forces exerted by magnets, electrically charged objects and gravity.
- Explain how sound travels through different media.
- Explain how echoes occur and how they are used.
- Explain how light is required to see objects.
- Describe ways in which light interacts with matter.
- Describe the motion of vibrating objects.
- Explain how mechanical waves transfer energy.

## **Earth Science**

- Explain patterns of changing weather and how they are measured.
- Describe the composition and characteristics of the atmosphere.
- Explain the behavior of water in the atmosphere.

## **Social Studies**

In the following areas of the Social Studies, by the end of Sixth Grade, your child is expected to:

### **History**

- Trace historical origins in Latin America, Canada, Russia and Europe
- Use primary (eyewitness accounts) and secondary records (photographs) to make conclusions about events that shaped the development of Latin America, Canada, Russia and Europe
- Interpret perspectives of events in Latin America, Canada, Russia and Europe involving discrimination, persecution, or crimes against humanity
- Trace historical origins of major decisions made or contemporary conditions in the Western Hemisphere

### **Geography**

- Describe and compare characteristics of Latin America, Canada, Russia and Europe including language, religion, belief systems, and traditions
- Describe the consequences of human/environment interactions in several different types of environments within the Western Hemisphere (water pollution in the Great Lakes)
- Locate and describe major cultural, economic, political, climate, and physical regions of the Western Hemisphere and the processes that created them
- Describe major patterns and causes of Western Hemisphere population, physical features, climate regions, and cultures
- Explain how humans change the environment and describe some possible consequences of these changes
- Explain why people live and work as they do in different regions
- Explain causes and consequences of economic and political connections between the United States and other global regions
- Describe the movement of people, goods, and ideas throughout global regions

### **Civics**

- Explain how laws protect individual rights and the health, safety, and security of the United States
- Compare the government of the United States with other forms of government
- Describe the purposes and functions of NAFTA and the Red Cross/Red Crescent

## **Economics**

- Distinguish between public and private ownership of goods (Public-police car, city bus, etc. Private-homes, cars, etc.)
- Identify human, natural, and capital resources that are used in the Western Hemisphere for trade
- Describe how trade agreements, embargos, and trade regulations affect businesses
- Describe the history of trade from barter to the use of currency
- Use economic reasoning when comparing price, quality, and features of goods and services to determine whether to spend or save

## **Inquiry and Decision Making**

- Use graphs, maps, tables, and timelines to gather information about countries in the Western Hemisphere
- Construct an answer to a question asked about the Western Hemisphere and support it with evidence
- Explain how education, socioeconomic status, religion, and traditions influence positions people take on issues
- Write essays explaining personal opinions on national or international public policy issues
- Interpret Social Studies information from a variety of primary and secondary sources
- Identify and support an opinion



## **Spanish**

Sixth Grade Spanish is a nine-week course that is an introduction to the language and Hispanic culture. The beginning focus is on the basic pronunciation of the vowels and consonants. Fundamental communication is stressed with practice using greetings and polite sayings. Lessons taught emphasize competency using the numbers from 1 to 100, the days of the week and months of the year, colors, seasons, telling time and using weather phrases. The essential geography of the 20+ Hispanic countries and capitals is integrated with literature in the form of folktales, holidays celebrated and some history (Aztecs, Incas and Mayans). Possible enrichment activities may include tasting tropical fruits, making paper molasses (Panamanian patterns), designing skeleton figures for the Day of the Dead, God's Eyes, and Guatemalan friendship bracelets.

## **Tech Ed**

In Sixth grade Tech Ed class, students study many areas of technology from video production to aerospace. The instructor uses a modular approach with students working at stations or modules for a period of two weeks. At each module, students learn about a different area of technology. The 13 different modules are:

- Aerodynamic
- Aerospace
- Alternate Energy
- Construction and CAD
- Desktop Publishing
- Engineering Structures
- Graphic Design
- Lasers and Fiber Optics
- Manufacturing and Automation
- Pneumatics
- Power and Energy
- Road Transportation
- Video Production

Activities at each module include problem solving, current events, career exploration, and hands-on projects. This class is taken by all sixth graders and is an elective for 7th and 8th graders.

## **Visual Art**

The Otsego Middle School art program develops the artistic talents of students from sixth through eighth grade. Our goal is to enrich their lives with all aspects of the Visual Arts. In our visual art classes, students are involved in learning art processes and techniques, so they learn to effectively communicate ideas. Our students will engage in developing organizational art principles using the elements of art. This will allow them to analyze, describe and evaluate works of art. Artwork will also be discussed in its historical, social and cultural contexts, so students will be introduced to different styles of art and master artists. Art from different cultures will be explored as well. Our goal is to give the best well-rounded art education that our students can get.

## **General Music**

In this nine week class, sixth grade students will be exposed to music of various time periods, styles and cultures. Students will learn fundamental concepts of traditional music notation and theory, and they will learn some basic music history. The concepts we explore include rhythm, meter, melody, melodic contour, harmony and form. The activities we engage in to learn these concepts include singing, composing rhythms and melodies, harmonizing existing melodies, performing on various instruments, moving to music, and active listening.

## **Band**

Middle School band is an entire year class which meets by instrument groups every other day in cooperation with other ENCORE classes. The main focus is for students to learn music fundamentals and how to play their individual instrument. Two concerts are a part of this class; before each, the entire Sixth Grade Band will meet together for approximately three weeks. Other requirements include playing for Fifth Grade Orientation and daily practice of each individual's instrument at home. Two Major scales will be mastered as well as note and rhythm reading, tone quality appropriate to age, and playing together as an ensemble.



## **Physical Education**

In Middle School physical education class, students participate in a variety of individual and team sports. In Sixth and Seventh grades, the major emphasis is on skill building for various sports and participation with maximum effort. In the Eighth grade, students continue to improve skills and develop lifetime fitness activities.

Each day, students participate in warm-up exercises and form run which works to improve flexibility, coordination, muscular strength, muscular endurance, cardiovascular endurance and body composition.



## **Health**

Health is a nine-week course that offers the opportunity for students to learn how to identify and understand basic health topics that will affect their immediate and future development. The content covered will give the student the chance to act upon health-enhancing information by applying it to making responsible personal decisions that will promote a healthier lifestyle. The topics covered vary from year to year, and are looked at more extensively in seventh and/or eighth grade.

In Sixth Grade Health class, students learn about:

Friendship

Feelings

Safety

Drugs

Nutrition

Physical Fitness

Stress Management

Character Education

## Middle School Computers

Every student at Otsego Middle School is required to have a marking period (nine weeks) of computer education in Sixth, Seventh or Eighth Grade. The main programs used are Microsoft Office, Internet Explorer, and Mavis Beacon.

The four main topic areas that will be introduced and reviewed in Sixth Grade computers are: Keyboarding, Word Processing, Internet and PowerPoint presentations.

Review: Keyboarding emphasis is placed on proper typing technique (eyes on monitor, fingers on home row keys, and using the correct finger).

Introduction: Students will learn how to properly type numbers using the numeric pad on the keyboard, Microsoft Word is the application used for word processing. Students will learn parts of a computer system, correction symbols, moving around a document, highlighting information, toolbar, several menus and commands (saving, printing, spellchecking, font changes, spacing, margins, moving and copying information, finding and replacing information, alignment, border and shading, creating tabs, tables, headers and columns, inserting text boxes, clip art, word art, and bullets.

Internet consists of understanding the basic Internet buttons and how they are used, acceptable use of the Internet, who uses the Internet and why, and also how to perform a quality search. Students will also learn how to design and set up a PowerPoint presentation by creating slides. They will be able to insert new slides, create backgrounds, insert clip art, word art and text boxes, format information, copy pictures from the Internet, custom animate objects, and apply slide transitions.



## Otsego Public Schools

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