

# CURRICULUM OVERVIEW

# SIXTH GRADE



## ENGLISH LANGUAGE ARTS

Students entering sixth grade will have read literature from a wide variety of genres such as mythology, folktales, and fables from around the world. They will have studied classic and contemporary fiction, poetry, and literary nonfiction related to historical and scientific topics. They will apply this prior knowledge to the year's overarching theme of exploring new perspectives.

Sixth grade students will study why point of view is important in literature through the analysis of a wide variety of fiction and non-fiction texts. Through the examination of fantasy and realistic literature, students will explore the elements of fiction and informational text; they will identify and analyze complex characters, text structures, and the development of theme. In addition, the year will center on three types of writing: narrative, expository, and persuasive. Students will engage in the writing process at least once a quarter, including the use of graphic organizers, drafting, and peer/self-revision to publish their work. By the end of sixth grade, all students will demonstrate their understanding of the writing process through one expository essay, one narrative, and one persuasive piece presented in an electronic portfolio. In their literary analysis, research essays, narratives, and oral presentations, students will draw on multiple sources, including literary, informational, and multimedia texts. Students will write in a variety of genres including response to literature, narrative, persuasive, and expository as they develop writing portfolios. Students will continue to develop their vocabulary while investigating unfamiliar words from literature and using them in their own working vocabulary. Additionally, students will advance their communication skills as they explore various methods of presentation, including multimedia. Students will also develop and structure ideas in order to strengthen their argumentation skills exhibiting these in class discussions, debates, and presentations.

By the end of sixth grade, students will have a deeper understanding of new and varied perspectives. With this knowledge of point of view and perspective, they will be ready to critically examine the search for self-identity.

## MATHEMATICS

The Jumoke Academy Grade 6 Mathematics Curriculum incorporates the CT Common Core State Standards. The program goals focus on the following units:

- Operating with Positive Rational Numbers
- Understanding Positive and Negative Numbers
- Using Expressions and Equations
- Algebraic Reasoning
- Ratios and Rates
- Applications of Geometry
- Statistics and Distribution

In all grades, the following mathematical practices are integrated throughout the program:

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 regularly in repeated reasoning.

## SCIENCE

The sixth grade science program focuses on science investigational skills and concepts in the earth and life sciences. Students engage in performance tasks that involve the design and implementation of experiments focused on specific questions or problems. Our curriculum is based on the National Science Education Standards and the State of Connecticut Grades 6-8 Science Frameworks. The course includes the content and skills to be assessed by the Grade Eight Science CMT including the State's curriculum embedded performance task, "Dig In!," in which the students investigate the relationships between soil properties and water absorption and soil properties and percolation rate.

During sixth grade, students explore the following concepts and skills:

**Scientific Method:** Learning about science as a process.

**Experimentation:** Students perform lab experiments and utilize science investigational skills, including predicting, observing, measuring, graphing, interpreting, analyzing, synthesizing, and evaluating.

**Properties of Matter:** How does the structure of matter (elements and compounds) affect the properties and uses of materials?

**Matter and Energy:** How do matter and energy flow through ecosystems? Biotic and abiotic factors; producers, consumers, and decomposers or organic matter.

**Energy in the Earth's Systems:** solar energy, seasonal patterns.

Energy Transfer and Transformations.

**Science and Technology:** Water, technology, and human effects on water quality.

## SOCIAL STUDIES

The Social Studies curriculum is based in part on the National History Standards, the National Geography Standards, the Connecticut Social Studies Framework, the 21st Century Social Studies Skills and the use of essential questions to guide historical thinking and inquiry.

In social studies classes, students will:

- Demonstrate an understanding of democratic values.
- Cultivate the ability to work together in a multicultural environment.
- Understand similarities and differences within the United States and among the major cultures of the world.
- Apply research skills to the study of history and contemporary society.
- Develop and use a variety of essential social studies skills and literacy skills, use primary and secondary sources.

The sixth grade social studies program introduces students to the concept of a global community specifically Mesopotamia, Greece, Rome and Egypt. Students are introduced to the essential geography skills, which will be utilized and reinforced throughout both the middle and high school years. Through the development of these skills each student will be encouraged to "think like a social scientist" (Whether it be historian, geographer, archaeologist, cultural anthropologist, cartographer, economist, or political scientist). All students in sixth grade take part in a guaranteed research experience through their social studies class.