

MOUNT PROSPECT SCHOOL DISTRICT 57

LINCOLN

MIDDLE SCHOOL

Sixth Grade

Grade Level Objectives

**Mount Prospect
School District 57**

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LANGUAGE ARTS

READING

Reading Literature

A sixth grade student:

- cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determines a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- describes how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- explains how an author develops the point of view of the narrator or speaker in a text.
- compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- reads and comprehends literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.

Reading Informational Text

A sixth grade student:

- cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determines a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- determines an author's point of view or purpose in a text and explain how it is conveyed in the text.

- integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- compares and contrasts one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- reads and comprehends literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.

WRITING/GRAMMAR

Writing

Students are expected to demonstrate the following writing skills, with increased complexity, sixth through eighth grade.

A sixth grade student:

- writes arguments to support claims with clear reasons and relevant evidence.
- writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- can, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- gathers relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- draws evidence from literary or informational texts to support analysis, reflection, and research.
- writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

A sixth grade student:

- demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- uses knowledge of language and its conventions when writing, speaking, reading, or listening.
- determines or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content, choosing flexibly from a range of strategies.
- demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
- acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

A sixth grade student:

- engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on sixth grade topics, texts, and issues, building on others' ideas and expressing their own clearly.
- interprets information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- includes multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See sixth grade Language standards 1 and 3 for specific expectations.)

Resources:

Pearson Common Core Literature, Pearson Education, Inc., ©2015

www.pearsonschool.com

Write Source, Great Source Education Group, a Division of Houghton Mifflin, ©2005

www.hmhco.com

Word Wisdom, Zaner-Bloser, ©2017

www.zaner-bloser.com

MATHEMATICS

Ratios and Proportional Relationships

Standard Level

A sixth grade student:

- understands ratio concepts and uses ratio reasoning to solve problems.

Honors Level

A sixth grade student:

- analyzes proportional relationships and uses them to solve real-world and mathematical problems.

Number System

Standard Level

A sixth grade student:

- applies and extends previous understandings of multiplication and division to divide fractions by fractions.
- computes fluently with multi-digit numbers and finds common factors and multiples.
- applies and extends previous understandings of numbers to the system of rational numbers.

Honors Level

A sixth grade student:

- applies and extends previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Accelerated Level

A sixth grade student:

- knows that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

Standard Level

A sixth grade student:

- applies and extends previous understandings of arithmetic to algebraic expressions.
- reasons about and solves one-variable equations and inequalities.
- represents and analyzes quantitative relationships between dependent and independent variables.

Honors Level

A sixth grade student:

- uses properties of operations to generate equivalent expressions.
- solves real-life and mathematical problems using numerical and algebraic expressions and equations.

Accelerated Level

A sixth grade student:

- works with radicals and integer exponents.
- understands the connections between proportional relationships, lines, and linear equations.
- analyzes and solves linear equations and pairs of simultaneous equations.

Geometry

Standard Level

A sixth grade student:

- solves real-world and mathematical problems involving area, surface area, and volume.

Honors Level

A sixth grade student:

- draws, constructs, and describes geometrical figures and describes the relationship between them.
- solves real-life and mathematical problems involving angle measure, area, surface area, and volume.

Accelerated Level

A sixth grade student:

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and applies the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

Standard Level

A sixth grade student:

- develops understanding of statistical variability.
- summarizes and describes distributions.

Honors Level

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and applies the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Accelerated Level

A sixth grade student:

- investigates patterns of association in bivariate data.

Functions

Accelerated Level

A sixth grade student:

- defines, evaluates, and compares functions.
- uses functions to model relationships between quantities.

Resources:

Big Ideas Math, Houghton Mifflin Harcourt, ©2014

<http://www.hmhco.com/shop/education-curriculum/math/secondary-mathematics/big-ideas-math>

SCIENCE

A sixth grade student:

- develops a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.
- collects data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- develops and uses a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- plans an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- constructs a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6 billion year old history.
- develops a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- constructs an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and special scales.
- analyzes and interprets data on natural hazards to forecast future catastrophic events and informs the development of technologies to mitigate their effects.
- analyzes and interprets data on the distribution of fossils and rocks, continental shapes and seafloor structures to provide evidence of the past plate motions.
- constructs a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy and groundwater resources are the result of past and current geological processes.
- constructs an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- asks questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- gathers and makes sense of information to describe that synthetic materials come from natural resources and impact society.
- develops and uses a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- analyzes and interprets data to determine scale properties of objects in the solar system.

Resources:

FOSS (*Full Option Science System*)

<http://www.fossweb.com>

SOCIAL SCIENCE

Inquiry

A sixth grade student:

- creates essential questions to help guide inquiry about a topic.
- asks essential and focusing questions that will lead to independent research.
- determines sources representing multiple points of view that will assist in organizing a research plan.
- determines the value of sources by evaluating their relevance and intended use.
- appropriately cites all sources utilized.
- constructs arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
- critiques the structure and credibility of arguments and explanations.
- analyzes how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Civics

A sixth grade student:

- identifies roles played by citizens (voters, jurors, taxpayers, military, protesters, and office-holders).
- describes the origins, purposes, and impact of constitutions, laws, treaties and international agreements.
- compares the means by which individuals and groups change societies, promote the common good, and protect rights.
- explains the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
- applies civic virtues and democratic principles in school and community settings.
- determines whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.

Economics

A sixth grade student:

- explains how economic decisions affect the well-being of individuals, businesses, and society.
- analyzes the role of innovation and entrepreneurship in market economy.
- explains why standards of living increase as productivity improves.
- analyzes the relationship between skills, education, jobs, and income.
- explains the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.

Geography

A sixth grade student can:

- uses geographic representations to explain relationships between the locations and changes in their environment.
- explains how humans and their environment affect one another.
- explains how environmental characteristics impact human migration and settlement.

- identifies how cultural and environmental characteristics vary among regions of the world.

History

A sixth grade student:

- classifies series of historical events and developments as examples of change and/or continuity.
- explains how and why perspectives of people have changed over time.
- classifies the kinds of historical sources used in secondary interpretation.
- explains multiple causes and effects of historical events.

Sixth grade concepts explored include:

- Prehistory
- Mesopotamia
- Egypt
- Israel
- India
- China
- Greece
- Rome

Resources:

History Alive! The Ancient World, Teacher's Curriculum Institute, ©2017

<http://www.teachtci.com>

Sources:

Illinois State Board of Education - Illinois Social Science Recommendations 2015

<http://www.isbe.state.il.us/career/pdf/SSSRTF-recommendations-1505.pdf>

PHYSICAL EDUCATION

A sixth grade student:

- demonstrates and creates locomotor and non-locomotor movement and manipulative skills in selected activities.
- develops control when moving through space while adjusting speed, force, level, pathway, and direction.
- develops movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base)
- demonstrates safety procedures/rules when participating in group physical activity.
- defines and model the components of sportsmanship and fair play
- identifies principles of training (F.I.T.T.: Frequency, Intensity, Time, and Type) in a physical activity.

- understands how to perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising their hearts. (e.g. pulse rate, perceived exertion, and heart rate monitor)
- develops knowledge and understand the concepts of selected activities, exercises, and/or sports by using vocabulary specific to each.
- performs selected sports skills in game situations using correct form.

MUSIC

Performance Skills in the Classroom and in Concert Setting

A sixth grade student:

- performs simple rhythms and melodies on instruments.
- performs rehearsed pieces of an appropriate level in a performance ensemble.

Music Reading/Writing Skills

A sixth grade student:

- generates simple rhythmic and melodic phrases.
- uses standard notation to document simple rhythmic phrases, melodic phrases.
- uses musical vocabulary.

Music Listening/Analyzing Skills

A sixth grade student:

- is able to listen to a piece of music and listen for expressive elements.
- is able to listen to a piece of music and develop a story to match the music.
- describes a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

A sixth grade student demonstrates respect:

- while listening to music of different genres.
- while watching a live musical performance.

Also available to sixth grade students: Beginning Band, Beginning Orchestra, and Chorus before school. Band and Orchestra students also receive one half hour pull out group lesson a week.

Sources:

2014 Music Standards (Pre-K-8 General Music)

<http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

ART

A sixth grade student:

- describes how the choices of tools/technologies and processes are used to create specific effects in the arts.
- demonstrates knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- identifies and describes the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- applies criteria to evaluate artistic work.
- understands how elements and principles combine within an art form to express ideas.

Sources:

Illinois Learning Standards, Fine Arts

http://www.isbe.net/ils/fine_arts/standards.htm

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework.pdf>

COMPUTER EDUCATION

Through project-based learning, a sixth grade student:

- demonstrates creative thinking, construct knowledge, and develop innovative products and processes using technology.
- uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- applies digital tools to gather, evaluate, and use information.
- uses critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- understands human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- demonstrates a sound understanding of technology concepts, systems, and operations.

Source:

International Society for Technology in Education, Standards for Students

<http://www.iste.org/standards/iste-standards/standards-for-students>

PLTW Gateway

A sixth grade student:

- will develop an understanding of the attributes of design.
- will develop an understanding of engineering design.
- will develop the abilities to apply the design process.
- will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- will develop an understanding of the characteristics and scope of technology.
- will develop an understanding of the core concepts of technology.
- will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

Source:

Standards for Technological Literacy

<http://www.iteea.org/39197.aspx>

FOREIGN LANGUAGE

Spanish 6

A sixth grade student will be able to recognize (listening and reading) and produce (speaking/writing):

- Letters of the alphabet
- Greetings/leave-takings
- Numbers 0-100
- Vocabulary relating to parts of the body
- Vocabulary related to telling the time
- Classroom object vocabulary
- Singular definite articles with nouns
- Vocabulary relating to the calendar
- Vocabulary related to the weather
- Cultural information related to Los Sanfermínes
- Cultural information related to the Aztec calendar
- The formal and informal forms of address (tú vs. Ud.)

A sixth grade student will be able to recognize and produce:

- Vocabulary related to colors

A sixth grade student will be able to recognize and produce:

- Food vocabulary (fruits, vegetables, etc.)

A sixth grade student will be able to understand, compare and contrast:

- Foods from Latin America, Spain, and the U.S.
- Meals in Latin America, Spain, and the U.S.
- Menus and recipes from Spanish-speaking countries

A sixth grade student will be able to recognize and produce:

- Vocabulary related to leisure activities
- Vocabulary related to likes/dislikes
- Vocabulary relating to personality traits

A sixth grade student will be able to recognize and use:

- Verb infinitives
- Negative statements
- Expressions of agreement and disagreement
- Singular adjectives
- Definite and indefinite articles
- Placement of adjectives

A sixth grade student will be able to understand, compare and contrast:

- Outdoor cafes
- Latin dances and music
- The history and culture of Spain
- Cibercafes
- Simon Bolívar
- Friendship
- The Caribbean

Resources:

Realidades, Pearson Prentice Hall, ©2004

http://www.phschool.com/atschool/realidades/program_page.html

French 6

A sixth grade student will be able to recognize (listening and reading) and produce (speaking/writing):

- Letters of the alphabet
- Greetings/leave-takings
- Numbers 0-100
- Vocabulary relating to parts of the body
- Vocabulary related to telling the time
- Classroom object vocabulary
- Vocabulary relating to the calendar
- Vocabulary related to the weather
- The formal and informal forms of address (tu and vous)
- Vocabulary related to food and drink
- Vocabulary related to fruits, vegetables, and colors
- Vocabulary related to leisure activities
- Vocabulary related to likes, dislikes, preferences

A sixth grade student will be able to recognize and use:

- Verb infinitives
- Negative statements
- Expressions of agreement and disagreement
- Singular adjectives

- Definite and indefinite articles
- Placement of adjectives

A sixth grade student will be able to understand, compare, and contrast:

- La bise (cheek kiss)
- Friendship
- Countries where French is spoken

Resources:

D'accord!, Vista Higher Learning, ©2011

<http://vistahigherlearning.com/educators/secondary/french-programs/daccord.html>

District 57 has adopted Olweus Bullying Prevention Program materials to be used for classroom-based instruction and school-wide implementation. District 57 staff members teach students age-appropriate positive behavior expectations to achieve the goal of providing a safe and caring learning environment.

Resources:

Olweus Bullying Prevention Program, Hazelden Publishing

<http://www.violencepreventionworks.org/public/index.page>