

Huron School District

## Sixth Grade Curriculum Handbook For Parents



### Mission Statement

***Huron Schools: Completely Committed to Kids!***

Dear Parents and Guardians:

The relationship between a child and their parents is the most important bond in the world. There isn't anything that rivals the love between a parent and a child. In the Huron School District, it is our goal to respect that bond and to form a partnership between the home and the school. When schools and parents share the same vision and goal for each child, anything is possible.

The purpose of this handbook is to provide families with information about grade level curriculum and student outcomes in their middle school. In the Huron School District, we have placed the highest priority on having set grade appropriate standards and creating the framework to reach those standards. The curriculum is simply a road map to a better education. Like all road maps, it is only as good as the person reading it.

For parents, an important component of this guide is the "You can help by..." section. I strongly suggest that parents read this section and ask their son's or daughter's teacher about additional activities that can be done at home to reinforce the lessons being taught in class.

Like you, it is our goal to have every child achieve academically to their fullest potential; and have no child left behind. This is only possible when parents and the schools work together to create a strong academic foundation that will serve in the years to come as a strong base for the future success of all students.

Best wishes and have a great school year.

Sincerely,

Richard Naughton  
Superintendent

## Development of a Sixth Grade Child

It is important to remember that each child is unique and that a wide range of individual differences will be apparent with any group of children. Although there is diversity, there is also consistency. A child's development is organized and directed. Age characteristics are broad guidelines to help us know what may be expected from children of a certain age.

### **The Twelve Year Old Growth Patterns:**

#### **Physical**

- High energy
- Much rest needed
- Growth spurt; signs of puberty
- Physical education and sports valued

#### **Social**

- Adult personality begins to emerge
- Enthusiastic, uninhibited
- Will initiate own activity
- Peers more important than teachers

#### **Language**

- Sarcasm emerges
- Double meanings, word play, jokes of intellectual interest
- Enjoys conversation with adults and peers
- Peer vocabulary (slang) important

#### **Cognitive**

- Increased ability to abstract in intellectual pursuits
- May show emerging ability in a particular skill or content area
- Can and will see both sides of an argument
- High interest in current events, politics, social justice; also pop culture, materialism

Developmental information listed above was taken from, *Yardsticks: Children in the Classroom Ages 4-14; A Resource for Parents and Teachers* by, Chip Wood ©1994

## **Language Arts - Curriculum**

The primary goal is for students to communicate effectively at home, school, and in the community by reading, writing, speaking, listening, and viewing. The Common Core State Standards (CCSS) are taught throughout the school year.

By the end of sixth grade, most students should be able to do the following:

### **Reading Standards for Literature**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine 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.
3. Describe 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.
4. Determine 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
5. Analyze 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.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
7. Compare and contrast 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.
8. Compare and contrast 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.
9. By the end of the year, read and comprehend 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.

## Reading Standards for Informational Text

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine 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.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
7. Integrate 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.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
4. Produce 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.)
5. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)
6. Use 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.
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write 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.

## **Standards for Speaking and Listening**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. Interpret 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.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
4. Present 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.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

## **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use 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.

# Mathematics - Curriculum

Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Students should be able to reason and communicate mathematically; solve problems and make connections to the real world. Our curriculum is aligned with the Common Core State Standards (CCSS).

By the end of the sixth grade year, most students should be able to do the following:

## **The Number System:**

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

## **Ratios and Proportions:**

- Understand ratio concepts and use ratio reasoning to solve problems.

## **Expressions & Equations:**

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Reason about and solve one-variable equations and inequalities.

## **Geometry:**

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

## **Statistics and Probability:**

- Develop understanding of statistical variability.
- Summarize and describe distributions.

## **Parents Can Help By . . .**

- Reinforcing multiplication and division facts
- Promoting school attendance
- See that your child completes their homework
- Promoting responsibility of make-up work

## **Websites for additional mathematics support:**

- Front Row- <https://www.frontrowed.com/>
- Kahn Academy- <https://www.khanacademy.org/>
- LearnZillion- <https://learnzillion.com/>



## Science - Curriculum

The middle school science program provides students with a science curriculum that includes using the scientific method, constructing knowledge, reflecting on scientific knowledge, life science, physical science, and earth science.

**By the end of the sixth grade year, most students should be able to understand the following:**

### Physical Science

The Nature of Science

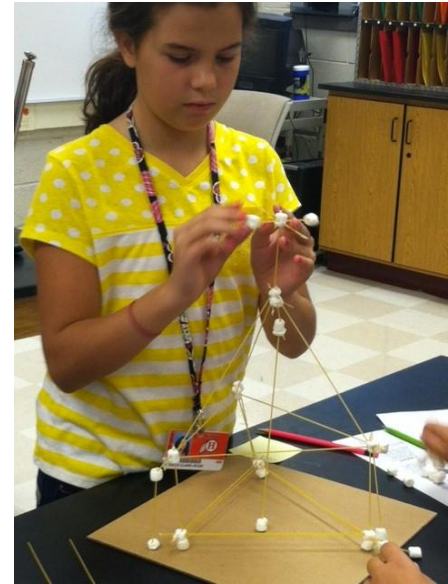
- Thinking like a scientist
  - What Is Science
  - Scientific Inquiry
- Technology Design Process  
Measurement and Graphing  
Thermal Energy, Transfer of Heat and States of Matter  
Motion, Forces and Energy

### Life Science

Populations, Interactions and Changes in Communities  
Ecosystems and Biomes  
Energy Flow in Ecosystems  
Cycles on Matter

### Earth Science

Weathering and Soil Formation  
Erosion and deposition



### Parents can help by . . .

Parents and other caregivers play an important role in ensuring that their children have the necessary knowledge and skills in science and technology to become scientifically literate and informed citizens. It also is imperative that we develop a strong science- and technology-skilled workforce. Parents can encourage children to consider and pursue a science- or technology-related career and to obtain the necessary knowledge and skills that will allow them access to and success in such a career.

- Seek out opportunities to introduce your children to individuals in your community whose work relates to science or technology. This may include trades and professions such as construction or manufacturing, public safety, medicine, natural resource management, or research.
- Participate in "Take Your Child to Work" days, and expose them to the science and technology in your workplace. Encourage your employer to promote and support these opportunities.
- Attend career fairs with your children. Help them explore a broad range of career options and learn about and understand the necessary skills and coursework required to pursue these careers.
- Look for special events and programs in your community that enable your children to meet scientists, or visit a work-site or local university where science and technology are prevalent. Support your children's participation in online academic mentor-ship programs that pair students and scientists to carry out STEM projects.
- Find opportunities in your community to connect science and technology businesses, schools, and non-school learning venues such as museums, libraries, and clubs. Encourage both financial and personnel investments in science learning. Ask businesses to give employees release time to support science learning at school or in the community and to become mentors for school-age youth.
- Encourage your children to disbelieve negative stereotypes about scientists, and help them understand that anyone can have a career in science.
- Model values that support learning, self-sufficiency, responsibility, and hard work so your children will develop at an early age the confidence and determination to pursue their career interests in science or technology.

## Health - Curriculum

The sixth grade health curriculum focuses on . . .

- Forming positive friendships
- Personal safety
- Substance abuse awareness
- Nutrition health
- Puberty: The Wonder Years

Parent Can Help By . . .

Reading through the Family Resource Booklet sent home at the beginning of the 9- 10 week course and sending back the permission slips for the substance abuse awareness and The Wonder Years sections.

## Social Studies - Curriculum

The sixth grade Social Studies curriculum is the *Geography of the Western Hemisphere*

By the end of the sixth grade year, most students should be able to do the following:

### Historical Perspective

- Identify the basic historical background of countries in the Western Hemisphere.
- Recognize the cause and effect of a historical event

### Geographic Perspective

- Familiar with the movement of people from place to place
- Familiar with various regions of the Western Hemisphere
- Familiar with the effect humans have on their environment
- Familiar with both absolute and relative locations of places in the Western Hemisphere
- Familiar with the physical and human features of countries in the Western Hemisphere
- Familiar with the parts of maps, the different types of maps, and how to use maps

### Civic Perspective

- Students will use the Core Democratic Values (CDV) in discussions and writing. *(Do we do this?)*
- Understand various forms of government

### Economic Perspective

- Understand supply and demand
- Understand profit and loss
- Understand various economic systems

### Inquiry

- Civic writing - use of Core Democratic Values and stating opinions
- Use current events to do civic writing about cause and effect
- Investigate information using a variety of sources

### Citizen Involvement

- Civic writing
- Understand diverse populations

## **Parent Can Help By . . .**

Reviewing map skills

- Compass reading
- Continents & oceans
- Geographic coordinates
- Latitude climates (tropic zones)
- States & capitals
- Time zones

Giving Understanding to

- Difference between capitalism & communism
- Supply & demand economics
- Concept of democracy
- The European Union
- Imports & exports

Discussing current events

Being able to restate a question

Promoting school attendance (responsibility for make-up assignments)

See that your child completes assignments

# Physical Education – Curriculum

The trimester objective is to provide your son/daughter with a variety of activities to help instill a desire to develop their own personal program for lifetime fitness. Students will participate in sport units and fitness activities daily. Your child will be assessed in the five major areas of fitness using the National Physical Education assessment program called Fitnessgram.

## **By the end of the sixth grade year, most students should be able to do the following:**

Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activity.

Participate regularly in physical activity.

Achieve and maintain a health-enhancing level of physical fitness.

Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **The following units will be covered in physical education:**

Basketball

Volleyball

Floor Hockey

Soccer

Softball

Kickball

Touch Football

Team Handball

Badminton/Pickleball

Fitness Activities

Dodgeball

## **Sixth Grade Focus**

The focus of sixth grade physical education is building individual skills that will lead to team play. The importance of daily physical fitness will be taught to the students of all grade levels.



## Fine Arts - Curriculum

The primary aim of fine arts education is to provide students with a means for aesthetic expression, communication and cultural awareness. An organized set of experiences gives students the opportunity to convey emotions and ideas, portray images, and explore through creative expression. These musical and artistic experiences all require creative and critical higher level thinking skills.

**By the end of the sixth grade year, most students will be able to do the following:**

- Read musical notation in both treble and bass clefs
- Read and perform basic rhythms
- Show a basic understanding of composers and their styles of music
- Create and perform an original composition

**Parents Can Help By . . .**

- Listening to a variety of music
- Take your child (children) to live performances
- Discuss how music is used in everyday media
- Provide the opportunity to study a musical instrument



### **Skills are organized around the Arts Education Content Standards & Working Draft Benchmarks for Middle School which in short includes:**

All students will:

Apply skills and knowledge to perform in and create in art

Analyze, describe and evaluate works of art understand, analyze, and describe the arts in their historical, social, and cultural contexts

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life



# Technology – Curriculum

The middle school technology program . . .

## **By the end of the sixth grade year, most students should be able to do the following:**

Sixth grade students will demonstrate proper use of terminology when identifying technology tools, storage devices, file formats, applications and keyboarding skills. These students will also be able to identify technology resources that assist them with consumer related activities. They will learn technology skills, which allow them to increase productivity both in and outside of the technology classroom. Students will understand the potential risks and dangers associated with the Internet. Sixth grade students will create projects, using a variety of media and software features, to support creativity and present content information to an audience.

## Michigan Technology Standards:

### **Basic Operations**

Students are proficient in the use of technology.

- Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.
- Students use accurate technology terminology.
- Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.
- Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.
- Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).
- Students can identify appropriate file formats for a variety of applications.
- Students can use basic utility programs or built-in application functions to convert file formats.
- Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups.

### **Social, Ethical, and Human Issues**

Students understand the ethical, cultural, and societal issues related to technology.

- Students understand the potential risks and dangers associated with on-line communications.

### **Technology Productivity Tools**

Students use technology tools to enhance learning, increase productivity, and promote creativity.

- Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.
- Students use a variety of resources, including the internet, to increase learning and productivity.

### **Technology Communication Tools**

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.

### **Parents Can Help By...**

Parents can support learning by checking the student's agenda and monitoring their child's technology use at home. Parents should ask their children to demonstrate what they have accomplished in the technology classroom. Parents are also asked to communicate their concerns about their child's learning as quickly as possible.

# Student Progress

The middle school reporting system reflects current curriculum and practice, communicates grade level expectations, and reports student progress four times a year. Our goal is that by the end of the school year, students will achieve the learning outcomes listed on the report card. The report card evaluation codes are as follows:

Report Card Codes	
Grades	Comments
A+	a Does outstanding work
A	b Cooperative, positive attitude
A-	c Shows academic improvement
B+	d Works hard
B	e Helpful to other students
B-	f Uses class time effectively
C+	g Pleasure to have in class
C	h Shows interest and desire to improve
C-	i Has the potential to do better
D+	j Grade based on students own level
D	m Excessive talking during class time
D-	n Low quiz or test scores
E	o Does not bring materials needed for class
G	p Absences/Tardies affecting grade
H	q Does not use class/lab time productively
I	r Assignments not turned in or incomplete
S+	s Little or no class participation
S	t Needs to be disciplined frequently
S-	u Needs to improve organizational skills
U	v Please contact teacher for conference
W	

Every student is expected to make progress toward achievement of the core curriculum performance standards.

Students are assessed by many methods to measure their progress, including teacher observation, checklists, projects, rubrics, work samples, tests and demonstrations. Teachers use the report card to document student learning four times a year. Teachers also communicate student progress through a variety of other ways. Fall conferences provide all parents with direct communications with the teacher.

Parents are our partners in promoting student success. Attending conferences, open houses, and maintaining ongoing communication with the teacher, the school and your child, positively impact student learning. Students benefit when school and parents work together.

The Huron School District complies with all Federal laws and U.S. Department of Education requirements prohibiting discrimination and does not discriminate on the basis of race, color, religion, national origin, age, sex, marital status or disability.



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