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## **GRADE 6 CURRICULUM**

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## GRADE 6: MATHEMATICS

The 6<sup>th</sup> grade math program is designed to help students master the basic skills related to whole numbers, integers, fractions, decimals, plane geometry, measurement, graphing, proportion and probability. Students act as problem solvers and use real world situations to apply the concepts learned.

### OBJECTIVES

#### Whole Numbers, Decimals and Algebra

Students will be able to:

- Read and write whole numbers and decimals in standard form, powers of 10 form and expanded form
- Compare and order whole numbers and decimals
- Add, subtract, multiply and divide whole numbers
- Add, subtract decimals
- Apply addition and subtraction properties
- Correctly use the order of operations
- Use and understand the concepts of divisibility, prime numbers, GCF and LCM

#### Fractions and Decimals

Students will be able to:

- Identify and write equivalent fractions
- Relate fractions, mixed numbers and decimals
- Compare and order fractions and decimals
- Relate decimals and percentages
- Estimate sums, differences, products and quotients
- Add and subtract with like denominators
- Add and subtract with unlike denominators
- Multiply fractions and mixed numbers
- Divide fractions and mixed numbers
- Multiply and divide decimals
- Identify and write terminating and repeating decimals

#### Measurement, Data and Graphing

Students will be able to:

- Use the Customary system of measurement
- Use the Metric system
- compute with measurements
- Describe and calculate perimeter and area
- Conduct surveys and identify various sampling methods
- Explain bias and how to eliminate it from a survey and sample
- Calculate measures of central tendency (mean, median, mode, range)
- Identify and label clusters, gaps and outliers
- Create, read and use frequency tables, histograms, double line graphs, stem-and-leaf plots, box-and-whisker plots

## **Integers and Algebra**

Students will be able to:

- Compare and order integers
- Add, subtract, multiply and divide integers
- Write expressions and equations
- Solve equations using adding, subtracting, multiplying and dividing
- Solve two-step equations
- Graph on the coordinate plane
- Identify sequences and patterns
- Define and identify functions
- Graph functions
- Identify, add, subtract, multiply and divide rational numbers
- Use inequalities

## **Geometry**

Students will be able to:

- Identify and label angle pairs
- Identify special angle relationships made from parallel lines and transversals
- Measure, draw and classify angles
- Identify properties of triangles
- Identify parts of circles
- Name polygons
- Calculate sum of angle measures of polygons, and angle measurements in polygons
- Identify congruent and similar figures and name their corresponding parts
- Identify and perform transformations (translations, reflections, rotations)
- Calculate area and perimeter of polygons
- Calculate circumference and area of circles
- Identify properties of solid figures
- Calculate volume of solid figures
- Calculate surface area of solid figures

## **Ratio, Proportion, Percent and Probability**

Students will be able to:

- Write ratios and equivalent ratios
- Write rates and calculate unit rates
- Write and solve proportions
- Write percentages as ratios
- Relate fractions, decimals and percentages
- Estimate percentages
- Find the percentage of a number
- Find the number when the percentage is known
- Calculate simple interest
- Calculate probability of simple events
- Distinguish between and calculate combinations and permutations

**TEXT/MATERIALS**

- 2007 Houghton Mifflin Math Grade 6 student textbook
- 2007 Houghton Mifflin Math Grade 6 student practice workbook
- 2007 Houghton Mifflin Math Grade 6 teacher textbook
- 2007 Houghton Mifflin Math Grade 6 resource kit
- Teacher created worksheets and tests
- Examview Test Generator
- Smartboard
- iPads
- Various classroom materials such as pencils, calculators, rulers, protractors, compasses

**INSTRUCTION**

The teacher will:

- Use direct instruction to present lessons
- Oversee small groups for completing problems
- Facilitate classroom discussions related to material being presented.
- Use the SmartBoard and other technology to present lessons and oversee student work.
- Assess student work through homework assignments, classwork, tests, quizzes, etc.
- Provide extra help opportunities for students.

*Prepared by Mary Parker, 6-8 Math teacher*

## **GRADE 6: SCIENCE**

The 6<sup>th</sup> grade Science program is centered on the Earth Sciences. This course will prepare the students for further studies in these topics in the future. The course includes various labs that have to do with the specific topic being discussed.

### **OBJECTIVES**

Students will be able to:

- Comprehend and Discuss the Water Cycle
- Comprehend and Discuss The River System
- Comprehend and Discuss Lakes and Ponds
- Comprehend and Discuss the Ocean
- Comprehend and Discuss the Atmosphere
- Comprehend and Discuss Weather and Heat Transfer
- Comprehend and Discuss the Topography of the Earth
- Comprehend and Discuss the Erosion and Deposition of Soil
- Comprehend and Discuss the Geologic Time Scale
- Comprehend and Discuss the different types of Fossils
- Comprehend and Discuss the Solar System
- Comprehend and Discuss Space Exploration

### **TEXT/MATERIALS**

- Text Books: Water and the Atmosphere, Earth's Surface, Astronomy and Space Science, and Earth's Structure
- Daily worksheets for homework
- Weekly assessments (quiz or test)
- Subject appropriate laboratories
- Use of Dissection and Microscopes
- Subject appropriate videos
- Two research projects on an assigned topic
- Science Fair project including a written report and a display board

### **INSTRUCTION**

The teacher will:

- Present lessons with daily lectures and discussions
- Assess student progress through homework, quizzes, and tests
- Provide extra help sessions
- Use technology such as the Smart board and iPads

*Prepared by Ronald Annand  
June 18, 2015*

## **GRADE 6: LANGUAGE ARTS**

The purpose of the sixth grade Language program is to provide a setting where students learn about and practice appropriate use of formal and informal English in writing and speaking.

### **OBJECTIVES**

#### **Discussion**

Students will:

- use agreed-upon rules for informal and formal discussions in small and large groups.
- apply understanding of agreed-upon rules and individual roles in order to make decisions.

#### **Questioning, Listening, and Contributing**

Students will:

- pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
- gather relevant information for a research project or composition through interviews.

#### **Oral Presentation**

Students will:

- make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to conveyed.
- give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
- use teacher-developed assessment criteria to prepare their presentations.
- give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
- give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.

#### **Vocabulary and Concept Development**

Students will:

- understand and acquire new vocabulary and use it correctly in reading and writing.
- determine the meaning of unfamiliar words using context clues (definition, example).
- determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- determine pronunciations, meanings, alternate word choices, and parts of speech or words using dictionaries and thesauruses.
- determine the meaning of unfamiliar words using context clues (contrast, cause and effect).
- determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- determine pronunciations, meaning, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

## **Structure and Origins of Modern English**

Students will:

- analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
- identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- expand or reduce sentences (adding or deleting modifiers, combining or deconstructing sentences).
- identify verb phrases and verb tenses.
- recognize that a word performs different functions according to its position in the sentence.
- identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).
- distinguish phrases from clauses.
- identify simple, compound, and complex sentences.
- recognize appropriate use of pronoun reference.
- identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly places modifiers).
- employ grammar and usage rhetorically combining words, including, reordering, and reducing sentences.
- describe the origins and meanings of common words as well as of foreign words or phrases used frequently in written English.

## **Formal and Informal English**

Students will:

- describe, analyze, and use appropriately formal and informal English.
- write stories using a mix of formal and informal language.
- identify differences between oral and written language patterns.
- analyze the language styles of different characters in literary works.

## **TEXT/MATERIALS**

- Sadlier *Vocabulary Workshop* Teacher Edition Level A
- Sadlier *Vocabulary Workshop* Student Edition Level A
- Teacher generated quizzes/tests/worksheets
- Loyola Press *Voyages in English* Teacher Edition Grade 6
- Loyola Press *Voyages in English* Student Edition Grade 6
- Examview Test Generator Loyola Press *Voyages in English* Grade 6
- Loyola Press *Voyages in English* Practice Book Grade 6
- Smartboard presentations
- Grammar games and DVD's
- Roll of Thunder, Hear my Cry
- City of Ember
- Dragonwings
- Lyddie
- The Odyssey

## **INSTRUCTION**

The teacher will:

- assign writing with rubrics.
- have a format of presenting written work.
- assess vocabulary through written paragraphs.
- assign book reviews.
- present research paper.
- present mini-lessons..
- provide group work.
- hold presentations.
- present teacher guided instruction.
- provide group conferencing.
- provide Daily Oral Language.

*Prepared by Debra Adam and Ashley Longo  
June 2015*



## **GRADE 6: SOCIAL STUDIES**

### **MY WORLD HISTORY**

The Social Studies program for grade six is an intense program of study focusing on all aspects of World History/Geography. The students will begin preparing to become responsible citizens of the world community, by studying many of the geographical regions of the world and by developing an understanding and appreciation of others and their customs. Throughout the year, students will discuss current event topics as they occur.

#### **OBJECTIVES**

##### **Unit Title: Core Concepts**

Student will be able to demonstrate an understanding of the following...

- How for centuries, people have needed to measure and organize time
- How discoveries about past cultures are made using a variety of historical objects, sources, and tools
- How historical resources should always be thoroughly evaluated
- How geographers use various tools to understand location on Earth's surface including general and specific maps, and the five themes of geography: location, place, region, movement, and human-environment interaction
- How to identify the locations of places using longitude and latitude
- How to read a map and explain the parts of a map
- How the manner in which a government is structured determines the power, rights, and freedoms of its citizens
- How around the world, citizenship is accompanied by varying rights and responsibilities
- How consumers and producers make economic decisions and exchanges within markets, both domestic and international
- How different economic systems involve varying levels of government control and individual freedom
- How beliefs, language, and practices of people make up their culture, which can extend beyond national boundaries
- How societies and the social structures that frame them are formed to meet people's shared basic needs
- How cultures spread and change as the people within them also spread out and change

##### **Unit Title: Origins**

Student will be able to demonstrate an understanding of the following...

- How we reconstruct the past by interpreting evidence that people have left behind
- How throughout history, humans have developed technology and skills to help them survive
- How people create art to express their everyday concerns, values, and beliefs
- How certain events are called revolutions because they change the way people live or think
- How each society has its own unique feature, but all of them have certain elements in common

**Unit Title: The Ancient Near East**

Student will be able to demonstrate an understanding of the following...

- How geography affects the way civilizations develop
- How technological innovation can enable one group to conquer another group
- How cultural practices can be passed along through trade even after a civilization has disappeared
- How trade leads to exchange of ideas as well as exchanges of goods
- How religious beliefs have an important role in shaping history
- How religion is connected to ideas about right and wrong
- How strong traditions can help a person survive hardship and persecution

**Unit Title: Ancient India and China**

Student will be able to demonstrate an understanding of the following...

- How geographic location and features, such as landforms, rivers, and climate affect the development of civilizations, cultures, and countries
- How a culture's social structure affects the way people live and interact with each other
- How religions shape a civilization's intellectual and artistic traditions as well as its daily life
- How control of a large region requires an effective government
- How trade and an exchange of ideas can lead to great artistic and scientific achievements
- How many early civilizations began along major rivers
- How artifacts influence what we know or do not know about ancient civilization
- How trade routes are important to cultural change and diffusion
- How throughout history, leaders have created centralized, bureaucratic government to rule large empires
- How economic unity across a country is built using language, transportation and currency

**Unit Title: Ancient Greece**

Student will be able to demonstrate an understanding of the following...

- How physical geography helps shape culture
- How trade facilitates the spread culture and exchange of ideas and encourages prosperity
- How different forms of government were tried and tested in ancient times
- How warfare may weaken or transform societies
- How the ability to reason contributes to progress in science, medicine, and philosophy
- How artistic and intellectual achievements of the past have helped to shape modern civilizations

**Unit Title: Ancient Rome**

Student will be able to demonstrate an understanding of the following...

- How physical geography has an influence on the security and prosperity of a nation
- How the structure of today's democratic government was shaped by those developed in the ancient world
- How political and civil unrest often sparks governmental upheaval and change
- How the legacies of past empires are still evident in the cultures of the world today
- How major religions originated
- How factors such as civil unrest, economic instability and government strife can lead to the collapse of an empire or nation
- How religious groups that start out united often split into different sects

**Unit Title: African and Asian Civilizations**

Student will be able to demonstrate an understanding of the following...

- How successful trade is key to societal prosperity
- How the struggle for power among societies is ongoing over time
- How factors such as language, religion, leisure, social systems, and government combine to define a society's culture
- How trade leads to cultural diffusion
- How new technologies can improve lives and pave the way for increased trade
- How cultures borrow from one another, but evolve into distinctive cultures
- How governmental structures change according to the needs of society
- How religion often

**Unit Title: Europe in the Middle Ages**

Student will be able to demonstrate an understanding of the following...

- How religious beliefs and customs can greatly affect daily life
- How civilizations grow and thrive when there is social, political, and economic stability
- How the competition for power often leads to conflict
- How new forms of government may evolve from power struggles
- How efforts to dictate religious beliefs often lead to war and persecution
- How agricultural advances trigger economic development
- How trade fosters the growth of towns and of workers' associations
- How human catastrophes often reshape social and economic systems
- How religion may inspire artistic achievement and promote education

**Unit Title: The Rise of Europe**

Student will be able to demonstrate an understanding of the following...

- How the quest for knowledge and the emphasis on reason helped bring about modern culture
- How innovations in technology affect politics, economics, and everyday life
- How exposure to new ideas often spurs a period of artistic and cultural creativity
- How in response to abuses of power, people often reform or replace old institutions
- How religious and cultural differences can contribute to political and military conflicts
- How during period of rapid change, some people embrace new ideas while others try to restore old ways
- How technological advances have enable humans to explore their world more completely
- How throughout history nations have sought to increase their wealth and power by conquering other lands
- How when societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results

## **TEXT/MATERIALS**

- Teacher Guides: Prentice Hall is an imprint of Pearson: *My World History Early Ages*
- Student text book: Prentice Hall is an imprint of Pearson: *My World History Early Ages*
- Student Journal: Prentice Hall is an imprint of Pearson: *My Student Journal Early Ages*
- Assessment Handbook: Prentice Hall is an imprint of Pearson: *My World History Early Ages*
- Activity Cards: Prentice Hall is an imprint of Pearson: *My World History*
- Essential Questions Posters: Prentice Hall is an imprint of Pearson: *My World History*
- Wall Maps: Prentice Hall is an imprint of Pearson: *My World History*
- My Story DVD: Prentice Hall is an imprint of Pearson: *My World History*
- Teacher's Resource Library DVD: Prentice Hall is an imprint of Pearson: *My World History*
- Exam View Test Blank CD-ROM: Prentice Hall is an imprint of Pearson: *My World History*
- Test, quizzes, study guides, worksheets, and handouts for specific areas of study
- A wide variety of books, teaching books, Smartboard presentations, and posters to enhance the topics covered in the curriculum
- Copies of blank maps and World Maps for the students to study and practice labeling on
- Videos from our school library to enhance areas of study
- Use of iPads apps such as, Evernote, Pages, Notes, Google Earth, etc. for various assignments/projects related to topics of study
- Construction paper, colored pencils, markers, post-its, tape, etc. for various assignments related to topics of study
- A variety of Atlases, book and electronic, to enhance areas of geographical study

## **INSTRUCTIONS**

The teacher will:

- Facilitate classroom discussions based on the topic of study
- Use Smartboard programs to introduce and enhance areas of study
- Use iPads apps to enhance areas of study
- Assign assignments/projects based on the topic of study
- Facilitate role-play during certain topics of study
- Assign independent reading on material covered in class discussion
- Facilitate debates
- Lecture/handouts
- Read to students from a variety books to enhance their knowledge of the topic of study

*Prepared by Christine Nagle  
January 16, 2015*

## GRADE 6: RELIGION

The grade six religion program continues to educate students in Catholic doctrine and morality while teaching Scripture, prayer, and worship. Sixth grade students study the roots of our faith found in the Old Testament. God is presented as the one who creates out of love and who cares deeply about the world. The students learn about the promises made to Abraham, Moses, and the prophets. Through the study of Scripture, Jesus is seen as proclaiming a new covenant, the coming of the Kingdom of God. Principles of morality can be seen in the relationship between God and His peoples' faithfulness or unfaithfulness to His covenant. Prayer is part of every lesson. A deeper understanding of worship is presented in further study of the Sacraments and the Mass.

### OBJECTIVES

#### Unit 1: We Answer God's Call

Exploration of the Old Testament begins with the story of Abraham and Sarah. The themes of covenant and revelation are introduced.

Students will be able to demonstrate an understanding of the following...

- How God reveals himself in everyday life
- That Abraham and Sarah are models of faith in their response to God's revelation and that Abraham is the patriarch of the Christian, Jewish, and Islamic faiths
- Mary's role in the fulfillment of God's promises
- Ways to respond to God in faith
- Praying with the faith of Abraham for God's direction
- The value of Christian sacrifice and identify ways to make sacrifices for the good of others
- Abraham's willingness to sacrifice his son
- How the Mass recalls Jesus' ultimate sacrifice
- Sacrifices as they relate to living our faith
- Sunday as a day to celebrate the Mass and pray for God's blessings
- Gestures that express promises or agreements
- How God fulfilled promises to Jacob and Rebecca and what it means to have a covenant with God
- The covenant God made with Noah
- Commitments Catholics can make to their faith and to one another
- God's blessings in both word and gesture
- The qualities of friendship, such as loyalty
- Joseph of the Old Testament and his devotion to and trust in God
- Joseph of the New Testament and his devotion to and trust in God
- Prayers of praise to God
- Praying in the words of Mary

#### Unit 2: God Saves and Delivers Us

A study of the Exodus offers insight into the Christian belief in deliverance through the Paschal Mystery. Students will be able to demonstrate an understanding of the following...

- See that people can be spiritually or materially enslaved
- The role of Moses in rescuing the enslaved Israelites and the importance of the Exodus
- that Jesus freed us from sin and death
- Songs that celebrate God's deliverance
- Praise God for the gift of freedom

- How Jews commemorate the Passover
- The connections between the Passover and Jesus' death, Resurrection, and Ascension
- Meaning of the story of the Feeding of the Five Thousand
- Ways God's freedom may be reflected in our lives
- Similarities of the blessings prayed at the Christian Eucharist and at the Jewish Passover Seder
- Ten Commandments
- That God gave Moses the Ten Commandments to help people live in love and goodness
- How to live the Commandments in the spirit of Jesus
- How St. Teresa of Avila showed love for God
- St. Teresa of Avila's method of prayer
- God's power and goodness in the signs and wonders around us
- Explain the Israelites conquest of the Promised Land
- Ways to be people of constant prayer
- Examples of God's blessings around us as sources for constant prayer
- A Catholic morning prayer

### **Unit 3: God Invites Us into His Kingdom**

The Old Testament history of the kingdom of Israel provides an understanding of teachings about the kingdom of God in the New Testament.

Students will be able to demonstrate an understanding of the following...

- That the Church is led by the pope and the bishops
- The story of Samuel and Saul, leading to the understanding that God promises us a share in His kingdom
- The special mission entrusted to the Church as the beginning of God's kingdom
- Ways to carry out the church's mission
- Ways to praise God for the gift of his kingdom on earth
- The concept of rituals
- Symbols from creation, human life, and the Old Testament that are sacramental signs
- Relationships between Catholic and Jewish customs of worship and between sacraments and sacramentals
- Praying using sacramentals
- That humans have free will
- The mystery of evil and God's power to forgive through the biblical stories of David and of Adam and Eve
- That God helps us to make good moral decisions and that when we repent, like David, we are forgiven for our sins
- Whether a choice is morally right or wrong
- Praying with penitential prayer
- Praying with praise to God for the things in the world that remind us of God's goodness
- The Book of Psalms
- Ways that psalms are used in the liturgy and recognize the value of psalms as forms of prayer
- Interpreting two psalms through writing and drawing
- Praising God through a song based on a psalm

#### **Unit 4: God Reminds Us to Do His Will**

Prophets played a vital role in the religious awareness of the people of Israel and later in the understanding of Jesus' message. Exile and reconciliation are important themes.

Students will be able to demonstrate an understanding of the following...

- Acknowledge needing others to remind us to stay faithful
- The Israelites' neglect for God's will, their downfall, and the prophets sent by God to turn them back to Him
- Ways that Jesus guides us back to God
- Ways to guide others back to God
- Praying litanies as a way to remain focused on God
- Situations in which people feel lost
- Prophecies during the Exile
- How Jesus Christ is like a Good Shepherd
- Modern forms of exile and how to overcome them
- Praying a prayer of hope in times of loss
- The experience of being reunited with a loved one
- About the Israelites return to the life of faith
- The practices that can help us avoid the exile of sin
- Practices that are involved in the theological and moral virtues and the precepts of the Church
- The Act of Hope
- People who take care of our needs and wants
- That we, like Esther, can trust in God to help us meet our needs
- The necessary elements of prayer
- Faith-filled prayers
- Praying the Exultet, celebrating God's care for us

#### **Unit 5: God Promises Us Everlasting Life**

The Maccabean revolt, religious sects, and the hope for the messiah mark the period before the coming of Jesus Christ. Jesus' life and teachings are connected to God's promises in the Old Testament.

Students will be able to demonstrate an understanding of the following...

- Christian sources of happiness
- How the Old Testament reveals the resurrection of the body and the coming of Jesus Christ
- Help we can receive from saints by praying their litanies
- Pharisees, the Saducees, and the Essenes
- How Baptism, Confirmation, and Reconciliation help prepare us for God's kingdom
- Definition of the seven sacraments
- A reading from the sacrament of Baptism
- That everyone is created in God's image and is worthy of respect
- That Jesus Christ fulfilled God's promise of a messiah
- The call to bear witness to our own and others' dignity through the spiritual works of mercy
- A saint's prayer for holiness
- The qualities of a loving caregiver and recognize such qualities in God
- The association Jesus' ministry with Old Testament prophecy
- Jesus' teachings about prayer and sincere faith
- Meditate while learning about the prayers Jesus said before he died

## **TEXT/MATERIALS**

- RCL Benziger: Blest Are We 6, textbook ISBN 978-0-7829-1231-9
- RCL Benziger: Blest Are We 6, resource booklet ISBN 978-0-7829-1366-8
- RCL Benziger: Blest Are We 6, test booklet ISBN 978-0-7829-1446-7
- RCL Benziger: Blest Are We 6, teacher's manual ISBN 978-0-7829-1237-1
- Blestarewe.com: student study quizzes, chapter and unit resources
- New American Bible and The Catechism of the Catholic Church
- Art materials

## **INSTRUCTION**

Methods are employed to maintain interest in and enthusiasm for learning Catholic doctrine. The teacher will instruct in various ways:

- Reading the textbook, scripture, any work of literature that will enhance the concept
- Group discussion and teacher-led discussion
- Lecture
- Writing
- Individual and group research and presentation projects
- Art
- Prayer
- Worship
- Visits to St. Michael Church to enhance instruction
- Computer technology using a Smart board and iPad

*Prepared by Elizabeth E. Gill  
Revised January 16, 2015*



## GRADES 6, 7 AND 8: SPANISH

The purpose of the Spanish program for middle school (grades 6, 7 & 8) is to increase the students' ability to use Spanish via the four language skills of listening, speaking, reading and writing. Students will be encouraged to use primarily Spanish in the classroom. In addition to the four language skills, students will learn about cultural practices and perspectives through authentic materials, reading selections, and grammatical concepts. High frequency words will be emphasized for vocabulary and the language will be used in context to increase comprehension and retention.

Understanding that some students may be new to the program and/or may have acquired the previous years' vocabulary and structures at differing levels, the students will be given review and repetition as they transition into the Middle School program.

Students will have in-class and homework assignments and their abilities to use the language will be assessed: they should expect to demonstrate their understanding of the spoken and written language, and speak and write at their level of Spanish. Students will be challenged to use higher level vocabulary and structures in each subsequent grade.

Students in grades 6 and 7 meet twice a week all year long; Grade 8 students meet three times a week all year long.

### TOPICS/OBJECTIVES

In Grades 6, 7 and 8 students will be able to use Spanish learned in lower levels and:

- Understand and respond appropriately to interrogative words; form questions in Spanish
- Respond appropriately to spoken commands
- Recognize informal positive and negative commands
- Listen to a story and answer questions about it (oral or written)
- Retell a story or describe a series of events in Spanish, including description words
- Participate in spontaneous conversations in Spanish using vocabulary at their level\*
- Develop strategies for reading in Spanish (i.e. use of cognates, dictionaries)
- Read short stories and novice-level novels and answer questions to demonstrate understanding (oral or written)
- Write an original story/essay or respond to a writing prompt using vocabulary and structures at their level\*
- Recite authentic poetry to understand rhyme and syntax in Spanish written by well-respected poets (syntax, pronunciation and culture)
- Use the appropriate verb forms for 5 persons (1<sup>st</sup> person singular & plural, 2<sup>nd</sup> person singular, 3<sup>rd</sup> person singular & plural) in the present tense
- Use generalized rules of conjugating regular *-ar*, *-er*, and *-ir* present tense verbs
- Use the verbs *ser* and *estar* accurately with the vocabulary at their level\*
- Use the verbs *gustar* and *encantar* accurately with the vocabulary at their level\*
- **Students in grade 8** will be introduced to the past tense (preterit and imperfect) of Spanish verbs – including the formation and general usage of common regular and irregular verbs
- Explain and reflect on cultural and linguistic products, practices and perspectives, including those between the various Spanish-speaking countries themselves and in relation to the students' native culture(s)
- Vocabulary/topics that will be *used in context* at this level typically include, but are not limited to: telling time and date, using weather expressions, clothing, food, body parts, locations, family members, home and school, and describing self and others, likes/dislikes and needs

## RESOURCES

- *Sing, Dance, Laugh and Eat Tacos* CD series by Barbara MacArthur
- Gale Mackey's grammar songs CD
- TPRS resources (includes Blaine Ray, Carol Gaab, Mira Canion, Karen Rowan, and other authors); including novels, teacher guides, and on-line forum and teacher materials for *Look I'm talking!*
- SeñorWooly.com materials
- Authentic poetry
- Authentic music
- Various Internet resources (i.e. YouTube song videos, teacher resources)
- Teacher's personal library of authentic rhymes and children's songs
- Flash cards, teacher-generated manipulatives and realia
- Teacher iPad/Apple TV (where available)
- Authentic music from teacher's music library

## INSTRUCTION

The teacher will:

- Present the new vocabulary and structures and use them in context
- Provide multiple opportunities to practice new vocabulary and structures via listening, speaking, reading and writing
- Recycle/review past vocabulary
- Create scenarios for students to act out a story using the vocabulary
- Ensure that students understand spoken and written Spanish
- Use Smartboard for presentation of materials
- Use iPad and other applications to assist in creation and presentation of materials
- Provide handouts to students
- Teach reading strategies – i.e. looking for cognates, when to look up an unfamiliar word, reading for general meaning
- Provide manipulatives, realia and visuals to enhance comprehension
- Use authentic music and teaching songs that reinforce culture and class topics
- Use the target language to personalize the lesson whenever possible
- Use Spanish predominantly in class

*Prepared by Amy O'Leary, Spanish Teacher  
January 2015*

## GRADE 6: ART

The purpose of the art program is to allow the student, through self-directed projects, to showcase their acquired abilities in the arts. A wide variety of choices will be made available and the students will be responsible for researching, creating, and publicly displaying one of two projects created through the second semester. Knowledge of art history, principles of design, and identity will all need to be applied to their finished projects. Critical thinking and creative problem solving are encouraged in the art process.

### OBJECTIVES

#### Art Elements

Students will:

- draw upon the combined art knowledge from their previous years in the program.
- focus on the use of line as a means of expression and description
- learn the difference between positive and negative shapes and apply knowledge to a project.
- indicate understanding of value and how to create value using different techniques.
- study concepts of linear perspective and create artwork that shows knowledge of these concepts.
- apply their knowledge of color theory in both a 2D and 3D piece of artwork..
- call upon their knowledge of drawing and or sculpting the human figure..
- learn about story telling through visual means rather than using type.
- Create artwork that speaks of identity, society, and their place in society.

#### Art and History

Students will:

- Through research develop deeper understanding of the elements of art as found in various cultures from around the world, both current and ancient.
- explore some of the different movements in art history including, modernism, pop art, folk art, and abstract expressionism.
- discover various periods of art history from the Renaissance to Surrealism and apply applicable techniques to their creations.

#### Art Experiences

Students will:

- explore alternative techniques in art such as collage, and creating silhouettes, photography, printmaking, animation, and digital art.
- Create sculptures using clay showing their knowledge space and functional art.

### MATERIALS

- Art posters
- Library books
- Art reference materials in art room
- Internet searches
- Slides/PowerPoint presentations
- Computer/computer projector
- Magazines
- Art Media: pencils, paints, pastels, clay, plaster of paris, recycled material, cameras, digital media, paper and other related materials

**INSTRUCTION**

Teacher will introduce the two self-directed projects, one 2D and one 3D to the class and the appropriate rubrics and assessment tools used to grade the student work. The students will be given weekly assignments researching their selected art project and demonstrate adequate progress throughout the semester. Meeting times will be set up by the teacher and students to discuss progress and any challenges that the students may be having with their work. Open student run critiques will be held at the midway point of each project.

*Updated by Jeff Moses  
August 27, 2014*

## **GRADE 6: COMPUTER**

The purpose of the computer curriculum for grade six is that students will be able to integrate Google Applications. Also that students use a classroom network to share information. The purpose is also to practice proper typing techniques and to practice grade level skills using available software. Students come to the computer lab once a week for 40 minutes and work with the computer teacher.

### **OBJECTIVES**

Students will be able to:

- Practice correct keyboarding techniques
- Save and retrieve original documents
- Perform multitasking using two or more programs
- Save to and retrieve information to designated areas
- Share work over the classroom network
- Cut, copy and paste from one document to another document
- Import and export graphics
- Discuss computer ethics
- Use internet skills to search safely
- Use digital video and still camera as they work on the project. Research a topic and use this information to write a script. Students will use iMovie to complete their project. (iPad)

### **MATERIALS**

- Dell Core i5, there is one for each student. Each student computer has a 17 inch monitor, keyboard, mouse and headphones.
- Smart Board
- Apple iPad Air

### **SOFTWARE**

- Microsoft Office
- Google Applications
- Apple Apps

### **INSTRUCTION**

The teacher will

- Use direct instruction and demonstration of software to present lesson. This can include Smartboard and/or other available technology
- Facilitate classroom discussion related to material being presented
- Oversee students as they work independently

*Updated by Kerrie Abate*

*October 10, 2014*

## **GRADES 6-8: PHYSICAL EDUCATION**

The purpose of the physical education program for grades 6-8 is to reinforce sport specific skills, introduce team based games, and focus on body development. This is accomplished through individual and team based activities.

### **OBJECTIVES**

Students will:

- practice different sports skills (jogging, sprinting, jumping, etc.)
- use skills to play team sports (baseball, soccer, basketball, hockey, lacrosse, football, handball, volleyball, etc.)
- practice coordination skills for sport specific games, i.e. soccer (kicking), baseball (throwing and catching), hockey (stick handling), basketball (dribbling and shooting).
- perform physical fitness testing, shuttle run, push-ups, sit-ups, sprinting and distance running.
- learn team building exercises
- learn cooperative games for team work.

### **MATERIALS**

- outside play area covered with Field Turf
- outdoor basketball court, indoor basketball court, and playground
- multicolored disks and cones
- rubber dots and bases
- multicolored pinnies
- basketballs, soccer balls, floor hockey sticks, playground balls, tennis balls,
- wiffle balls, etc.
- cd player

### **INSTRUCTION**

Students in grades 6-8 come to Phys. Ed. twice a week for 45 minutes and work with the phys.ed.teacher. The first five minutes of the class are spent in warm-up lines with monthly leaders leading the warm-up. Students gather to listen to the instructions and demonstrations. Class is ended with a 2-3 minute cooling down and review.