



Curriculum Summary

Grade 6

2020 - 2021

The Skokie School

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INTRODUCTION

This document outlines the goals of our sixth grade curriculum. Teachers actively partake in the ongoing evaluation and revision of curriculum and utilize various materials, programs, activities, and strategies to implement the following goals.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM:

READING	WRITING
<p style="text-align: center;">READ ALOUD</p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;">SHARED READING</p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

READING	WRITING
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	

INDEPENDENT READING

Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.

DAILY WRITING OPPORTUNITIES

Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to produce clear and accurate texts (feature article, information book) to inform or explain.

Essential Questions

- How do I organize my writing to convey meaning?
- What do I think is important for someone to know and think after reading my piece?
- How do I determine if information is relevant and/or valid?

Understandings- Students will Understand that...

- Writers strategically organize information based on what they want to communicate.
- Writers incorporate a variety of text features to enhance comprehension.
- Writers focus their pieces by intentionally making decisions that communicate their ideas and perspectives on a topic.
- Writers evaluate the credibility of their sources and extract the most important information.

Key Knowledge- Students will Know...

- Writers structure their writing in different ways (e.g., cause/effect, comparison/contrast, etc.).
- The proper format for paraphrasing, quoting, and citing sources in text.

- The terms: topic, subtopic, heading, subheading, glossary, and text features (e.g., text box, sidebar, diagram, chart, graph and visual).
- The difference between formal and informal style.
- Various transitions (words or phrases) to connect ideas, information, and examples.

Essential Skills- Students will be skilled at...

- Selecting a topic, narrowing it, and writing about it.
- Taking organized notes from multiple types of sources.
- Selecting a structure that best conveys meaning.
- Organizing the parts (subtopics or categories) of a topic to support purpose and meaning and formatting with headings.
- Creating parallelism in subtopics.
- Gathering a variety of information (e.g., relevant facts, definitions, concrete details, quotations) about a topic.
- Evaluating sources for credibility, accuracy, and relevance for a topic.
- Using text features to aide a reader's comprehension.
- Using topic-specific vocabulary.
- Paraphrasing, summarizing, and giving credit to sources.
- Writing meaningful introductions and conclusions.
- Using transitions such as for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand.

- Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Opinion Writing

Transfer

Students will be able to independently use their learning to produce clear and coherent writing to persuade others of their claims.

Essential Questions

- What makes an argument about a text convincing?
- What evidence can I use to build strong support for my claim?
- How do I organize and present my argument/claim?
- How do I develop meaningful ideas about texts?

Understandings- Students will Understand that...

- An argument's effectiveness depends upon relevant and reliable supporting evidence and how the argument is conveyed.
- Writers strategically select and clearly organize their evidence.
- Many ideas can come out of one text.
- Writers create meaningful ideas about texts.

Key Knowledge- Students will Know...

- The difference between reasons and evidence.
- The difference between a formal and informal style.
- Annotation strategies.

- Different organizational structures of note taking.
- Definitions of the following terms: claim, boxes, bullets, relevant, reliable, and credible.
- The format for including a direct quotation.
- When to use a specific noun instead of a general pronoun.

Essential Skills- Students will be Skilled at...

- Gathering meaningful ideas about texts.
- Writing claims that can be supported with text evidence.
- Evaluating the validity and effectiveness of text evidence.
- Writing meaningful introductions and conclusions.
- Structuring claims and evidence in a meaningful way.
- Using transitional phrases to show the relationship between claims and reasons.
- Spelling words correctly by using appropriate resources to check for spelling accuracy, paying particular attention to homophones.
- Using verb tenses consistently throughout the whole piece.
- Using appropriate capitalization and punctuation.
- Using appropriate punctuation to vary sentences.
- Citing evidence accurately.

Narrative Writing

Transfer

Students will be able to independently use their learning to produce narratives based on real or imagined experiences or events.

Essential Questions

- How do I immediately engage the reader in my story?
- How do I purposefully use description to develop my story?
- How do I choose the most effective sequence of events for my story?
- How do I help guide the reader through my story?

Understandings- Students will Understand that...

- Writers immediately engage readers using effective techniques.
- Writers use relevant description to develop experiences, events and characters.
- Writers logically sequence their stories, so the events unfold naturally.
- Writers use transitions to guide their readers.

Key Knowledge- Students will Know...

- Elements of a story (e.g., character, plot, setting).
- Definitions of the following terms: plot, setting, transition, and figurative language.

- Multiple strategies for planning a story.

Essential Skills- Students will be Skilled at...

- Planning and sequencing their stories.
- Writing engaging leads.
- Utilizing various strategies to effectively elaborate their stories (e.g., inner thinking, action, dialogue, and description).
- Developing multi-dimensional characters (e.g., motivations, fears, relationships, important objects, strengths, and weaknesses).
- Showing the passage of time in complicated ways perhaps by showing things happening at the same time or flashback and flash-forward.

- Writing endings in which the main character grows, changes, or learns something.
- Using transitions to guide readers through stories by establishing time and setting.
- Incorporating figurative language into their writing.
- Creating a clear setting of the story using sensory details.
- Punctuating and paragraphing dialogue.
- Spelling correctly.

READING

Building an Independent Reading Life

Transfer

Students will take ownership of who they are as readers and will become committed to their own personal growth.

Essential Questions

- How would I describe myself as a reader?
- What habits can help me grow as a reader?
- How do I make meaning of increasingly difficult texts?
- How do conversations about reading deepen my understanding of the text?

Understandings- Students will Understand that...

- Readers reflect and make intentional decisions about how they grow as a reader.
- Reading volume increases ability.
- Readers grow when they engage in conversations centered around texts.

Key Knowledge- Students will Know...

- Actively engaging with a text while reading deepens understanding.
- Reading daily is essential.
- Conversations about books broaden readers' perspectives.
- The importance of reading “just right” books.

- Reflecting and goal setting are important practices.

- Key terms:
 - stamina
 - volume
 - fluency
 - “just right” books

Essential Skills- Students will be skilled at...

- Selecting appropriate reading materials.
- Read a variety of print and digital texts.
- Knowing when to abandon a text.
- Monitoring independent reading.
- Engaging a conversation with a partner or group.
- Reflecting on how reading habits impact reading success.
- Responding to reading.
- Self-monitoring reading.
- Setting goals around reading.

Literature

Transfer

Students will comprehend, analyze, and discuss a variety of genres in order to better understand the world around them.

Essential Questions

- How do readers use textual evidence from the story to understand and explain what the text is really about?
- How does the author's word choice convey meaning and shape the tone of the story?
- How do specific parts of a story, play, or poem contribute to the development of a theme, setting, or plot of a story?
- How do narrator and point of view impact the telling of a story?
- Why is theme worth analyzing?

Understandings- Students will Understand that...

- Readers use details from text to support their thinking.
- Authors select specific words and structures to communicate tone and meaning.
- Readers think about parts of a story, play, or poem to determine how they affect meaning and contribute to the theme, setting, or plot of the story.

- A narrator's point of view affects the way the story is told and the communication of the author's purpose.
- Theme is intended to capture the human struggle and help us understand it.

Key Knowledge- Students will Know...

- Comprehension skills such as asking and answering questions, determining importance, inferring, making connections, pre-reading, summarizing, synthesizing, and visualizing.
- Key terms:
 - connotative meanings
 - elements of a story
 - plot: story arc, conflicts, rising action, climax, falling action, resolution, exposition
 - setting, time shifts, flashback
 - theme
 - point of view
 - tone
 - explicit
 - figurative language
 - genre
 - inference
 - summary
 - textual evidence

Essential Skills- Students will be Skilled at...

- Selecting textual evidence to support an idea.
- Using details to show the central theme of a text.
- Identifying conscious writing choices, including word choice and structure, made by authors to

communicate tone and meaning and develop the plot.

- Identifying the point of view of the story.
- Comparing the representation of a similar theme across different genres and texts.
- Summarizing objectively.
- Analyzing how characters and plot change as the story moves toward resolution.
- Determining the meaning of a word or phrase based on the context.
- Comparing the experience of reading a story, drama, or poem to listening to or viewing a live version.
- Reading and comprehending grade-level appropriate texts.
- Selecting and applying genre-appropriate reading strategies.

Information

Transfer

Students will read informational texts to learn more about the world, inform decision making, and become engaged citizens.

Essential Questions

- How do readers use evidence to support their analysis of the text?
- How do specific parts of an informational text fit into the overall piece and contribute to the development of the author's ideas?
- How do readers evaluate an effective argument?
- How do readers determine an author's purpose, message, or point of view?
- How does the author's perspective influence the way information is conveyed?

Understandings- Students will Understand that...

- Convincing arguments are supported by reasons and evidence.
- Authors develop ideas through intentional structure and elaboration (i.e. examples and anecdotes).
- Readers pay attention to structure, word choice, tone, and selection of evidence in order to determine an author's point of view, purpose, message, or an argument's effectiveness.

- Different authors bring different perspectives to the same topic.

Key Knowledge- Students will Know...

- Comprehension skills such as asking and answering questions, determining importance, inferring, making connections, pre-reading, summarizing, and visualizing.
- Key terms:
 - anecdote
 - bias
 - connotative meaning
 - figurative meaning
 - technical meaning
- Different types of text features:
 - charts
 - graphs
 - sidebar
 - photos
 - videos
 - audio files
 - subtopic sections and vocabulary
- Authors are inherently biased due to their perspectives and/or experience.

Essential Skills- Students will be skilled at...

- Summarizing objectively and avoiding bias.
- Determining the meaning of word or phrase based on the context.

- Purposefully selecting from appropriate forms of media and text to develop an understanding of a topic.
- Evaluating the effectiveness of an author's evidence in support of an argument.
- Selecting textual evidence to support an idea.
- Reading and comprehending grade-level appropriate texts.
- Identifying an author's point of view.
- Evaluating the credibility and bias of a text.

READING SUPPORT SERVICES

Additional reading support services from the Reading Specialist are available for sixth grade students as appropriate. The classroom teacher will recommend this service as needed.

ENGLISH AS A SECOND LANGUAGE (ESL)

Support services for English Language Learners are available.

- Figurative language, word relationships, and nuances in word meanings
- General academic words and phrases
- Domain-specific words and phrases

WORD STUDY

There is an explicit and systematic approach to teaching spelling and word study. Explicit instruction is balanced with differentiated studies and word consciousness. Word consciousness refers to providing a print/word rich environment, fostering word play, integrating vocabulary in writing, and reading aloud.

As skills are introduced, students engage in activities for repeated practice. There is high exposure to words in context and within content. Vocabulary acquisition is connected to content areas such as math, social studies, and science as well as to the arts, kinetic wellness, and technology. Through explicit teaching and an integrated approach, students are exposed to a high volume of words each year.

Spelling includes the following:

- Spelling patterns
- Word families
- High frequency words

Vocabulary acquisition includes the following:

- Phonics and word recognition
- Unknown and multiple-meaning words and phrases
- Greek or Latin affixes and roots

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in Sixth Grade:

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of

expertise, and an appreciation of the connectedness of math concepts to the real world

- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher,

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

HIGH QUALITY INSTRUCTION:

- Values students as individual learners

- resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADE 6 CRITICAL AREAS

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.
- Writing, interpreting, and using expressions and equations.

- Developing understanding of statistical thinking.

GRADE 6 OVERVIEW

Ratios and Proportional Relationships

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

The Number System

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

Expressions and Equations

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

Geometry

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

- Summarize and describe distributions.

Statistics and Probability

- Develop understanding of statistical variability.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve

over time.

- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children's motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

EARTH AND SPACE SCIENCE

Unit: Earth and Human Activity

Big Idea: Earth/Human Activity

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by findings of scientific research; and by

differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region over time.

Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

Essential Questions

- How do humans depend on Earth's resources?
- How do natural hazards affect individuals and societies?
- How do humans change the planet?
- How do people model and predict the effects of human activities on Earth's climate?

Understandings - Students will Understand that...

Patterns

- Graphs, charts, and images can be used to identify patterns in data.

Cause and Effect

- Relationships can be classified as causal or correlational, and correlations do not necessarily imply causation.
- Cause and effect relationships may be used to predict phenomena in natural or designed systems.

Stability and Change

- Stability might be disturbed either by sudden events or gradual changes that accumulate over time.

Key Knowledge- Students will Know...

- Humans depend on Earth’s land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of geologic processes.
- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) for different living things.
- Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

Essential Skills- Students will be skilled at...

- Asking questions to identify and clarify evidence of an

argument.

- Analyzing and interpreting data to determine similarities and differences in findings.
- Constructing a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumptions that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
- Applying scientific principles to design an object, tool, process, or system.
- Constructing an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

Unit: Earth’s History

Big Idea: Earth’s Systems & History

Rock strata and the fossil record can be used as evidence to organize the relative occurrence of major historical events in earth’s history.

Essential Questions

- How does the movement of tectonic plates impact the surface of Earth?
- How do the materials in and on Earth’s crust change over time?
- How do people figure out that the Earth and life on

Earth have changed through time?

- What and how can rocks tell us about the history of the Earth?
- How can people tell what has happened to Earth?

Understandings - Students will Understand that...

- Geoscience data informs processes and events in Earth's history.
- There is a strong connection to engineering through the instruments and technologies that have allowed us to obtain data that support the theories that explain the formation and evolution of the universe.
- There are controlling properties of important materials based on the analysis of real geoscience data.

Key Knowledge- Students will Know...

- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.

- Water's movements, both on land and underground, cause weathering and erosion, which change the land's surface features and create underground formations.

Essential Skills- Students will be skilled at...

- Analyzing and interpreting data to provide evidence for phenomena.
- Constructing a scientific explanation based on valid and reliable evidence obtained from sources and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Unit: Weather

Big Idea: Weather and Climate

Complex interactions determine local weather patterns and influence climate, including the role of the ocean.

Essential Questions

- What factors interact and influence weather and climate?
- How do changes in weather affect humans?

Understandings - Students will Understand that...

- The ocean exerts a major influence on weather and climate.
- Weather and climate are shaped by complex interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.
- Energy from the sun is transferred between systems

and circulates through the ocean and atmosphere.

Key Knowledge- Students will Know...

- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
- The complex patterns of the changes and the movement of water in the atmosphere are major determinants of local weather patterns.
- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.

Essential Skills- Students will be skilled at...

- Developing and using models.
- Obtaining, evaluating, and communicating information.

Unit: Space Systems

Big Idea: Earth's Place in the Universe

Earth has a place in relation to the solar system, Milky Way galaxy, and universe. Models of the solar system explain astronomical and other observations of cyclic patterns of eclipses, tides, lunar phases, and seasons.

Essential Questions

- What is Earth's place in the Universe?
- What makes up our solar system?

- How can the motion of Earth explain seasons and eclipses?
- What are the predictable patterns caused by Earth's movement in the solar system?

Understandings - Students will Understand that...

- Patterns can be used to identify cause-and-effect relationships.
- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
- Models can be used to represent systems and their interactions.

Key Knowledge- Students will Know...

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
- The model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
- The solar system appears to have formed from a disk

of dust and gas, drawn together by gravity.

Essential Skills- Students will be skilled at...

- Developing and using a model to describe phenomena.
- Analyzing and interpreting data to determine similarities and differences in findings.

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

Key Beliefs

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Illinois Social Studies Standards

The vision put forth by the new standards is to *produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.*

The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence
 - Causation and Argumentation

UNIT ONE

ESSENTIAL QUESTION

- How do humans control their environment to have their needs met?

SUPPORTING QUESTIONS

- In what ways are humans dependent on sources of water?
- What is the importance of barriers (natural and man-made)?
- How do humans control food supplies?
- What is the connection between the environment and the establishment of civilization?

TRANSFER GOAL

Students will be able to independently use their learning to analyze and understand the world through a geographical lens.

UNDERSTANDINGS- Students will understand...

- Water is essential for physical survival, health, agriculture, travel, and trade.
- Barriers provide protection, strengthen the identity of a culture.
- Humans went from hunter-gatherers to farmers and herders due to their ability to control their environment.
- Once the environment was controlled, there was a surplus of food, a division of labor and the creation of cities.

KEY KNOWLEDGE- Students will know...

Places:

- Tigris and Euphrates River/
Fertile Crescent
- Mesopotamia
- Sumer

Agriculture:

- Irrigation/levee/canal
- Silt
- Agriculture
- Surplus
- Cultivation and domestication

Geography:

- Topography & terrain
- Natural resource
- City-state

People:

- Civilization
- Nomad
- Migrate

Advancement:

- Commodity
- Trade/barter
- Technology/tools

ESSENTIAL SKILLS- Students will be skilled at...

- Locating and labeling geographic features on a map.
- Comparing and contrasting maps of the same region that show different features of the region.

- Identifying the type of map to use for a specific purpose.
- Making an argument utilizing geographical knowledge.
- Using geographic domain language.
- Analyzing the cause and effect of human impact on the geography of a place.
- Identifying the aspects of geography that impact culture.
- Sequence the unfolding/development of how humans as hunters-gatherers to farmers and domesticators.

ESSENTIAL QUESTION

- How do humans progress through innovation and the creation of technology?

SUPPORTING QUESTIONS

- How did the rise of towns impact work, trade and innovation?
- How does a stable economy improve quality of life?
- How do “wants” drive innovation and entrepreneurship?

TRANSFER GOAL

Students will be able to independently use their learning to make economically sound and ethical financial decisions.

UNDERSTANDINGS- Students will understand...

- People began relying on other workers to provide their needs and developed a lifestyle based on the idea of exchange.
- When the economy is stable, people are not solely worried about meeting their basic needs.
- When a person does not need to focus on meeting their needs, they can focus on creative endeavors.

KEY KNOWLEDGE- Students will know...

Roles of Citizens:

UNIT TWO

- Apprentice
- Residents
- Craftsmen
- Journeyman
- Peasants
- Vassals
- Feudalism (feudal lord, monarch, noble, peasant, high ranking church official)

Responsibilities/Rights of Citizens:

- Guild (merchant and craft guilds)
- Common law
- Taxes
- Trade & Commerce (merchant fair/markets)
- Trade Routes
- Dues
- Charter

Miscellaneous Terms:

- Surplus
- Hierarchy
- Fiefdom
- Manor

ESSENTIAL SKILLS- Students will be skilled at...

- Identifying the different roles (jobs) in an economic system.
- Comparing the medieval economy to our modern economy.
- Explaining how the rise of towns and the creation of guilds changed the way goods were traded and sold.
- Analyzing the ways in which the Crusades both benefited and hindered the culture of the time.
- Tracing the ways in which goods and services were absorbed and morphed by other cultures.

UNIT THREE

ESSENTIAL QUESTION

How do humans strive toward a fairer society by adapting how they are governing?

SUPPORTING QUESTIONS

- How fair or unfair were the earliest forms of government?
- Why were constitutions and laws written and followed?
- What are the roles of an active citizen?

TRANSFER GOAL

Students will be able to independently use their learning to participate as an active and civil citizen in a democratic society.

UNDERSTANDINGS- Students will understand...

- The earliest forms of government favored the few over the masses.
- Active citizens exchange ideas, exercise their rights, and work toward the greater good.
- Rules of government and laws are written and followed to create order.

KEY KNOWLEDGE- Students will know...

Forms of Government:

- Monarchy
- Oligarchy
- Tyranny
- Democracy
- Republic
- Roles of Citizens:
- Social class
- Senator
- Citizen
- Voters
- Jurors
- Taxpayers
- Military
- Office holders

Avenues for Change:

- Treaties
- Civic Virtue
- Protest
- Rebellion/Revolution
- Alliances
- Constitution
- Polis/Politics

- Exchanging ideas and working cooperatively for the greater good.
- Analyzing the ways in which a civilization's architecture impacts or informs its civic ideals.
- Comparing and contrasting the ways a civilization's government meets the needs of differing social classes.

ESSENTIAL SKILLS- Students will be skilled at...

- Evaluating the effectiveness of different types of government.
- Identifying and acting on ways to participate as a citizen.
- Analyzing and evaluating the fairness of written laws.
- Explaining why governments change and evolve over time.

KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

Kinetic Wellness Department Beliefs

Health and Wellness

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

Physical Development

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

Students will experience units in the following strands of KW in Grade 6:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children’s capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning — as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

6TH GRADE RELATED STUDIES PROGRAM

The Related Studies Department at The Skokie School offers a strong program focusing on exploration, discovery of talents and interests, problem solving, independence, and creativity. The related studies curriculum addresses different learning styles of middle school students by offering new experiences emphasizing teamwork, developing aesthetic values, encouraging quality craftsmanship, enhancing creative resources, and promoting physical well being of the student. The following courses are the related studies exploratory courses for The Skokie School's sixth graders.

ART

Sixth graders in the Arts strand experience art for a 12-week period one time during the school year. Students learn to use the elements and principles of design to create individual and collaborative artworks using a variety of media including drawing, painting, ceramics, sculpture, mixed media, and digital/tech arts. The Studio Arts curriculum is sometimes coordinated with the sixth grade academic curriculum, and will include elements of inquiry based, experiential, choice based, problem based, project based, and social-emotional learning experiences. The art program is designed to allow each student to problem-solve in a creative and individual manner. Art promotes the development of a child perceptually, intellectually, creatively, emotionally, and socially. Art provides a unique way of thinking and problem solving which contributes to a positive self-image.

CONCERT BAND

The Concert Band further develops the skills acquired in the fifth grade program through theory studies, daily practices, and performances throughout the year. This band is a full year commitment and meets every day first period. [JAZZ BANDS: Concert band members are eligible for Jazz Band. They must audition at the beginning of the year. The audition will determine which band they perform with for the year. Both jazz bands (Lion and Jazz Ensemble) perform throughout the year. The groups meet twice weekly—once in the morning and once after school.]

DRAMA

6th grade drama picks up on several of the themes from 5th grade drama. Students are asked to further develop their skills in improvisation, pantomime, character development and the Actors Toolbox. In addition to theatre games and activities of traditional theatre training, students are asked to prepare a memorized solo performance. Drama students share their work, and reflect upon their work and the work of their classmates. Students explore digital storytelling using I-MOVIE. and work together to craft a classroom mini-production.

GENERAL MUSIC

6th Grade General music is a trimester course that focuses on developing musicianship through reading, playing, performing, listening, and especially composing. Students in this class expand their musical skills, apply music learning to composing/creating, reflect on their growth as young musicians, and strengthen their capacity to collaborate with others in music making.

is a full-year commitment.

ORCHESTRA

This program is a continuation of the string program as developed in the elementary schools with a focus on the development and refinement of techniques needed for playing stringed instruments as a member of an ensemble. This includes the study of music theory through written assignments as well as the study of all aspects of orchestral playing: scale work, intonation, dynamics, bowing, and general musicianship. Orchestra

RESOURCE CENTER

The role of the Resource Center is to act as an extension of the classroom, enhancing the learning of students in curricular areas as well as individual areas of interest. The Resource Center is a provider of materials, activities, and human resources. For sixth grade students the Resource Center offers:

LIBRARY

- The library as a storehouse of knowledge and access point to local and global information.
- Access and guidance to literature—fiction, poetry, nonfiction, biography
- Appropriate use of a library, materials, and equipment
- Arrangement of material in order-alphabetical, numerical, Dewey decimal
- Procedures for borrowing materials from a library
- The study and practice using the parts of a book
- Use of electronic catalog
- Access and use of periodicals
- Use of print, electronic, and online reference materials: dictionaries, encyclopedias, atlases, almanacs, indexes, biographical works
- Suggested reading lists, book talks, and reading incentive programs
- After hours access to the online catalog
- Before- and after-school hours access to materials and supervision

WORLD LANGUAGE

VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages. By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1st-8th grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

Grade 6 Big Ideas

- Connections
- Comparisons
- Communication

Essential Questions

- Can you understand what I am saying and can you show me?
- What behaviors support acquiring another language?

Understandings

- In order to acquire language I need to actively engage in class.
- In class, it helps me advocate for myself and my learning if I use the “stop” signal, the “slow down” signal and the “write it down” signal.
- Careful listening to Spanish speakers helps me replicate sounds.
- Gestures and word associations help me remember the L2.
- Being relaxed in class helps me acquire Spanish.
- I acquire language best when it is used in personalized, compelling, and novel ways
- Good readers look for words they know, and exploit pictures and context clues.
- Reading comprehensible texts support language acquisition.

- Languages do not translate literally.
- Cognates are words that are spelled alike or sound alike in English and French and have a similar meaning
- False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.
- It can take hundreds and hundreds of repetitions of a structure of vocabulary item for acquisition to occur.
- Language acquisition is an unconscious process.
- Native speakers use idiomatic expressions and phrases.
- Just like English, Spanish varies from place to place.
- If I don't understand something I hear or read it's because I haven't had enough exposure or it was unclear.

Students will know...

- Several high frequency verbs: querer, tener, ir, gustar, ser, estar, poder, necesitar.
- Regular present-tense verbs such as hablar, mirar, buscar.
- Story vocabulary (llora, se ríe, agarra, cruza, quiere cruzar, mira, izquierda, derecha, carretera, llama, armadillo, se sube).
- Novel vocabulary such as: también, hermana, años, cumpleaños, cumplir, tiene vergüenza, saca fotos,
- Modals + infinitive structure (querer+comer, puede+cruzar)
- Simple future tense (va+infinitive)
- Ordinal numbers (primero, segundo, tercero...),
- How to make sentences negative.

- Expressions and rejoinders (qué asco, es obvio, es ridículo, por supuesto)
- Some weather phrases: hace calor, hace mucho calor, hace frío, hace mucho frío.
- Vocabulary to express likes and dislikes.
- Adjectives to describe people, objects, and animals.
- How to show if something belongs to someone (el libro de ____).
- Various question words
- Classroom commands used daily (take out, put away, etc).
- Story sequencing words such as: primero, después, entonces, finalmente
- Common conjunctions (pero, y, también, con, o)
- Storytelling verbs in past tense (preterite and/or imperfect)

Students will be skilled at...

- Show comprehension of personalized questions by: gesturing, responding, writing, drawing, translation, and dramatizing.
- Respond orally and in writing to personalized questions (such as things they have / want/ need/ like).
- Show comprehension of oral stories by: gesturing, answering questions, writing, drawing, translation, and dramatizing.
- Respond orally and in writing to story questions.
- Show comprehension of written stories by: gesturing, answering questions, writing, drawing, translation, and dramatizing. (250-word story by mid year. 400-word story end of year.)

- Show comprehension of short novels by: gesturing, answering questions, writing, drawing, translation, and dramatizing. (Books with 140 unique words and 250 cognates.)
- Respond to questions about written TPRS stories.
- Respond to commands
- Offer details to a story orally.
- Retell a story told in class.
- Retell a story from pictures.
- Use idiomatic expressions in speech and writing.
- Write creative paragraphs, simple stories and descriptions using structures, vocabulary, and expressions used in class.
- Ask questions in oral and written form about self, classmates, stories, etc.
- Complete regular warm-up activities

6TH GRADE EXTRACURRICULAR OFFERINGS

In addition to the regular curriculum, there are several before-school or after-school opportunities for students including, but not limited to:

AFTER-SCHOOL SPORTS

A coeducational after-school sports program is offered for sixth graders from September through May. The experience is geared for all skill levels with an emphasis on participation and fun. Children will participate in flag football, soccer, floor hockey, basketball, volleyball, softball/blam ball, and other low-organized games. There is a fee associated with this program.

ART CLUB

Art Club is one part activities club and one part social club. This offering gives students the opportunity to explore a variety of media and processes through both instructor led projects and open studio time. Art Club is a wonderful opportunity to meet new friends, socialize with peers, and celebrate both shared passions and creative differences.

CHORUS

The Skokie Chorus is a before school opportunity for 5th and 6th graders that love to sing to experience learning music and performing as part of an ensemble. Singers develop vocal and interpretive skills that strengthen their musical, choral, and vocal abilities. Chorus rehearses once a week and performs at concerts, assemblies, and other events throughout the year.

MEMORY BOOK CLUB

5th and 6th graders create the annual yearbook in the Skokie School Memory Book Club. As a club, the participants design, take and collect photographs, create layouts, promote and distribute the annual yearbook to their classmates. This club is supported by a Skokie School teacher but is largely a reflection of the creative efforts and interests of Skokie students. It runs from October to March before school on Mondays.

SCIENCE OLYMPIAD

The Skokie School Division A Science Olympiad Team is a non-competitive team of students supported by Skokie School Teachers. The team pursues specific challenges and projects in preparation for eventual participation in the nationally competitive team offered at Washburne. This is an engaging, creative and thoughtful experience for students who show an interest in math, science and technology, and a great opportunity to work collaboratively with a team to problem solve, build, and create.

