

Science Course Purpose

Your child will engage in scientific inquiry using scientific literacy. Students will apply a range of thinking processes, such as recalling facts, applying knowledge, analyzing, experimenting evaluating and creating.

Grade Level Expectations

ENERGY TRANSFER AND TRANSFORMATIONS

Students will know that Energy provides the ability to do work and can exist in many forms by conducting experiments. Students will explain that Work is the process of making objects move through the application of Force.

Students will explain that energy can be stored in many forms and can be transformed into the energy of motion.

MATTER AND ENERGY IN ECOSYSTEMS

Students will compare and contrast populations in ecosystems are affected by biotic factors, such as other populations, and abiotic factors, such as soil and water supply.

Students will explain that populations in ecosystems can be categorized as producers, consumers and decomposers of organic matter.

ENERGY IN THE EARTH'S SYSTEM

Students will explain that landforms are the result of the interaction of constructive and destructive forces over time.

SCIENCE AND TECHNOLOGY IN SOCIETY

Students will analyze and explain how human activity may impact water resources in Connecticut, such as ponds, rivers and the Long Island Sound.

Social Studies Course Purpose

Your child will discuss information from history and social studies to enhance their understanding of our nation and our world using literacy, inquiry and research skills to analyze, evaluate and present history and social studies information. Civic competence in addressing historical issues and current problems requires the use of information, skills and empathy.

Your child will be prepared to compete in the globalized 21st century.

Grade Level Expectation

CONTENT KNOWLEDGE

Global Studies, Western Hemisphere, Geographical Location

Students will demonstrate an understanding of significant events and themes in the United States and the Western Hemisphere. Students will compare and contrast the influence of leaders in American History.

HISTORY AND SOCIAL STUDIES LITERACY

Historical Research and Evaluation

Students will demonstrate competence in literacy, inquiry and research skills in order to analyze, evaluate and present history and social studies information. Students will infer from primary and secondary resources.

HISTORICAL APPLICATION

Historical Perspective

Students will demonstrate civic competence in addressing historical issues and current problems that requires evaluation of the impact of historical background and evidence on a specific event in history.

Unified Arts Course Purpose

Music and Visual Arts

Your child will gain an understanding and appreciation of the Arts, as well as the ability to participate in creating and performing the Arts. Your child will understand and use the materials, techniques, forms, language, notation, literature/ repertoire, and diverse cultural and historical contexts of each art form. Students will participate in art criticism with teachers and peers.

Physical Education

Your child will take responsibility for protecting their health. Students will learn about nutrition and physical activity, and apply this knowledge by making healthy choices for themselves. Your child will have opportunities to:

- Set personal goals for healthy eating and physical activity, and make healthy choices;
- Actively engage in physical education and enjoy physical activity;
- Advocate for nutrition education and physical activity options at school;
- Take an active role in advocating for healthy food choices at school, not only in the cafeteria, but in vending machines, school stores and fundraising activities; and
- Serve as role models for younger children.

Educational Technology

Your child will incorporate technology across all curriculum areas in order to respond to complex problems and broaden content mastery. Students will use technology in order to communicate information and ideas, conduct research, organize data, solve problems and create original work.

Grade Six



Curriculum

East Windsor Public Schools

Mission:

The East Windsor Middle School is a community of educators, parents, and townspeople that recognize that each child is a unique individual possessing different abilities, interests and needs. It is our mission that each child will reach his or her full potential by setting high expectations for achievement and citizenship, and providing the necessary resources and supports to ensure student success. Our goal is to be an exemplary middle school that promotes a sense of optimism in each student's future.

Student Profile:

Sixth graders are concrete and abstract thinkers. They demonstrate greater ability for complex thought. Eleven and twelve year olds challenge adult knowledge and gain an increased ability to use logic. Sixth graders become interested in the world and community and like to participate.

Grade Six Course Purposes and Expectations

Language Arts Course Purpose

Your child will engage in the workshop instructional model to read, think, analyze, question and converse about books on a daily basis, so that every student will be highly skilled in reading, writing, listening, speaking, viewing and presenting across all content areas.

Grade Level Expectations

WRITING

Students will express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations. Students will write descriptive, narrative memoir, expository, persuasive, and poetic pieces through the writing process incorporating capitalization, punctuation, and usage rules from previous grades.

Writing Process

Students will communicate with others by applying English Language Conventions through the writing process of *Plan, Draft, Revise, Edit, Publish, and Reflect*

Students will write using story structure of beginning, middle and end. They will read their writing, confer with their peers or teacher to add, delete or rearrange words and sentences and check for fluency.

READING

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

Reading Comprehension

Students will independently accomplish all before, during and after comprehension grade-level expectations. Students will evaluate text for story meaning, and connections to the author's life.

- Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas.
- Students will use appropriate strategies before, during and after reading in order to construct meaning.
- Students will use information from the text to make predictions based on what is read.
- Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- Students will use context clues to determine meanings of unknown or multiple-meaning words or figurative language.

Reading and Responding

- Students will provide evidence from the text to support all oral, written and presented responses about the text, as they demonstrate a general understanding, develop an interpretation, make reader text connections, and analyze content and structure.

Reading Reflection / Behaviors

- Students will choose a variety of genres to read, hear, view and write for personal enjoyment.
- Students will recommend books to others and explain the reason for the recommendation.
- Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.
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- Students will set reading goals, create a plan to meet those goals, and monitor their progress.

Mathematics Course Purpose

Your child will use mathematical literacy to understand major mathematic concepts. They will apply these understandings to situations in daily life. Making connections between mathematics and other disciplines is a key to the appropriate application of mathematics skills and concepts to solve problems.

Grade Level Expectations

ALGEBRAIC REASONING:

Patterns and Functions

Students will represent and analyze patterns and functional relationships using a variety of strategies, tools and technologies.

- Students will understand and describe patterns and functional relationships.
- Students will represent and analyze quantitative relationships in a variety of ways.
- Students will use operations, properties and algebraic symbols to determine equivalence and solve problems.

NUMERICAL AND PROPORTIONAL REASONING

Students will express quantitative relationships numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.

- Students will understand that a variety of numerical representations can be used to describe quantitative relationships.
- Students will use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.

GEOMETRY AND MEASUREMENT

Students will recognize that shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.

- Students will use properties and characteristics of two- and three- dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.
- Students will use spatial reasoning, location and geometric relationships to solve problems.
- Students will develop and apply units, systems, formulas and appropriate tools to estimate and measure.

WORKING WITH DATA:

Probability and Statistics

Students will analyze data to make informed decisions using a variety of strategies, tools and technologies.

- Students will collect, organize and display data using appropriate statistical and graphical methods.
- Students will analyze data sets to form hypotheses and make predictions.
- Students will understand and apply basic concepts of probability while designing probability experiments. Students will determine and describe possible outcomes using permutations or combinations.