



You and Your Sixth Grade Child

Introduction

Young adolescence is a distinctive developmental time. It is during these years that each individual forms his/her adult personality, basic values, and attitudes.

The accelerated physical and personal development that occurs during this period is the greatest in the human life cycle and is marked by great variance in both the timing and rate of growth.

As your child begins middle school, it is more important than ever to be involved in and informed about his or her educational experiences. In the Rush-Henrietta Central School District, there are many opportunities for you to gather information about the expectations for your child and to monitor your child's progress toward meeting academic standards. By reading newsletters, using the District Website, and attending parent meetings and parent teacher conferences, you will be helping to support your child's success.

At Home:

- Determine a daily ritual, including a specified time and place for your child to study.
- Plan to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics.
- The Rush-Henrietta School District offers a valuable resource called Parent Connect. This free online tool is available to all parents of students in grades 6-12. Parent Connect provides students and parents with more timely access to assignments, grades, and attendance reports.



ENGLISH LANGUAGE ARTS (ELA)

In SIXTH GRADE, students apply skills they learned in earlier grades to make sense of longer, more complex text. Students will expand their vocabularies and will learn to use a variety of writing styles including argumentative, informative, and narrative. To meet the literacy goals, students will devote significant attention to precise details in text when reading and will be expected to use evidence and details in their writing.

Here is a glimpse of the expectations for your child in SIXTH GRADE ELA:

Literature: Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. They will determine a theme or central idea of a text and how it is conveyed through particular details. Students will learn to describe how a particular plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Informational Text: Students will read nonfiction text in order to evaluate evidence, find patterns, and build academic vocabulary.

Speaking and Listening: Students will understand that being a competent listener will allow them to participate effectively in a range of conversations and collaborations with diverse partners. Students will also understand that being an effective listener will allow them to evaluate information presented orally or in a variety of media formats.

Word Study: Students will understand how language affects their understanding in all areas of literacy while engaging in familiar and complex text.

Informational Writing: Students will write organized, content-based essays to support a claim or main idea. These compositions will address specific purposes and audiences.

Argumentative, Narrative, and Hybrid Writing: Students will understand that by engaging in the writing process they can effectively write for a variety of purposes and audiences in a range of genres.

Mathematics



The SIXTH GRADE mathematics program provides students with an expanded opportunity to apply the mathematical skills they have acquired, learn to reason and make conjectures, solve more complex problems, and continue to develop

critical thinking skills. *Digits is the primary resource used in the classroom.* While it is an online program, print materials are readily available to students.

In addition to mathematical knowledge; students need to perform calculations and solve problems quickly and accurately. This is called fluency. *In SIXTH GRADE, students will demonstrate fluency with multi-digit division and multi digit decimal operations.*

The units of student for *SIXTH GRADE* math are detailed below, along with a brief description of what students will be expected to know and be able to do at the completion of those units:

- **Expressions & Equations:** (6.EE) 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.
- **Number System Part I:** (6.NS) Apply and extend previous

understandings of multiplication and division to divide fractions by fractions.

- **Number System Part II:** (6.NS) Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
- **Ratios & Proportional Relationships:** (6.RP) Understand ratio concepts and use ratio reasoning to solve problems.
- **Geometry:** (6.G) Solve real-world and mathematical problems involving area, surface area, and volume.
- **Statistics & Probability:** (6.SP) Develop an understanding of statistical variability. Summarize and describe distributions.

At Home:

- As a general rule, by the end of fifth grade, students will have a very solid working knowledge of all four “operations”—addition, subtraction, multiplication, and division—along with fractions, simple percentages, decimals, and basic graphing. At a minimum, they should also know about basic formulas for perimeter, area, and geometrical shapes. Continuing to work with your child to improve his/her fluency in these areas is key to his/her success. You can use flash cards, computer software games, board games, and everyday tasks such as cooking, carpentry, sewing, and balancing the family budget to reinforce these skills with your child. (Source: education.com/magazine)

Social Studies

The SIXTH GRADE social studies program focuses on the history and cultures of the Eastern Hemisphere. Students will study the geography, economics, and politics of the region to gain an historical perspective and an understanding of why and how change occurs.

The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

The units of study in SIXTH GRADE social studies are:

- Geography
- Archeology and the Study of Early Man
- Early River Societies—through 600 B.C.E.
- Tigris-Euphrates River Valley
- Classical Civilizations—Greece and Rome
- Middle Ages: 500—1500 A.D.
- Renaissance and Reformation
- Age of Revolution / Industrial Revolution
- 20th Century Changes



At Home:

- While it’s great for kids to know important names, dates, and places, it’s even more important that they practice linking, sequencing, and interpreting them. You can provide excellent help just by talking: what are primary and secondary sources; how do we *know* that something is historically “true”? What caused democracy to thrive in Athens? How do ancient leaders and money systems compare and contrast with ours today?
- Prepare to be impressed by what kids may say ... and do be concerned if they can’t talk about these issues at all. Check with their teacher; just because it’s middle school doesn’t mean you should stop being in touch. (Source: education.com/magazine)

Science

In the study of science, students learn most effectively when they have a central role in the discovery process. To that end, the NYS Science Standards incorporate a student centered, problem-solving approach to intermediate science.



The units of study for SIXTH GRADE and a brief description of the learning outcomes are listed below:

- **Introduction:** Students will study the scientific method and laboratory safety. Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
- **Cells & Microscopes:** Students will see that living things are composed of cells, that cells provide structure and carry on

major functions to sustain life, and that cells are usually microscopic in size.

- **Reproduction & Development:** Students will understand that the survival of a species depends on its ability to pass genetic information from one generation to the next. The life cycle of living organisms may differ, however all living things reproduce, grow, and develop. The genetic diversity of a species depends on its method of reproduction.
- **What's the Matter?:** Students will learn that matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

At Home:

As your child's curriculum becomes both broader and deeper, good study skills can make all the difference. Go ahead and ask to see your child's planner and assignment pages. If your child asks for help, take it as a compliment, and offer to walk through the assignment with him/her.

(Source: education.com/magazine)

Music



In SIXTH GRADE general music students will explore composing original music and performing music written by others using traditional, electronic, and non-traditional instruments.

The units studied in the SIXTH GRADE music program are:

- Rhythm and Percussion
- Research Rhythm Instruments
- Melody and Melodic Composition
- Guided Listening
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Performing Arts

In addition to required general music classes, SIXTH GRADE students may elect to participate in Chorus, Band, or Orchestra. Chorus students may also participate in either Band or Orchestra. Students in Band and Orchestra will attend one lesson each week, in addition to their regularly scheduled ensemble rehearsals. Students in performing ensembles will learn how to apply the music elements to increasingly difficult levels of music and will be required to participate in at least two concerts each year.

Physical Education

The Middle School physical education curriculum is designed to offer students positive experiences through participation in a variety of activities. Good sportsmanship is a priority in all activities

The Physical Education Learning Outcomes for the Middle School are the same for grades 6, 7, and 8. Through all units of study, students will:

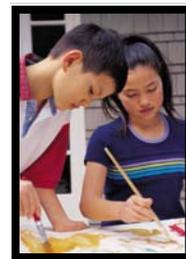
- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Understand the relationship between physical activity and the prevention of illness, disease, and premature death.
- Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.
- Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.

Art

The SIXTH GRADE art curriculum is closely aligned to what students will be studying in social studies.

During their study of Drawing, Painting, and Sculpting:

- Students will be given instruction in the proper handling of art materials and equipment.
- Students will explore art and artifacts from various historical periods and world cultures to discover the role that art played in the lives of people of a given time and place.
- Students will explore art to understand the social, cultural, and environmental dimensions of human society.



Encore Classes

Beginning in SIXTH GRADE, students are introduced to many new learning experiences through encore classes.

- **Literacy Plus:** Offered to meet students' specific strengths and needs regarding reading and writing skills. Three levels are available: Challenge, Development, and Intervention. Students are placed in the level most appropriate to their assessed skills for reading and writing at the end of fifth grade.
- **LOTE 6:** Over a twenty-week period, students will experience an exploration of the languages other than English that are offered at Rush-Henrietta. These languages are French, German, Spanish, and American Sign Language (ASL).
- **Health 6:** The sixth grade health curriculum allows students to learn health topics through skills-based instruction. Particular focus will be on decision-making, planning, goal setting, and communication skills.

- **Family & Consumer Science 6:** This curriculum is delivered through a hands-on experiential approach. The curriculum is organized around four process standards: communication, leadership, management, and thinking.
- **Technology 6:** In this course, students will participate in hands-on learning experiences related to pre-engineering, information technology, advanced manufacturing, and technology trades.
- **Naviance Family Connection:** School counselors will conduct a learning styles inventory with SIXTH GRADE students using Naviance, a web-based college and career planning program. Access to Naviance will also be available to parents and students on their personal home computers. Parents will be mailed a registration code in September.



Standards Based Assessing, Grading, and Reporting

Why has NYS adopted the Common Core Learning Standards (CCLS)?

Standards provide a clear roadmap for learning for teachers, parents, and students. By having clearly defined goals families and teachers can work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. Standards also will help your child develop critical thinking skills that will prepare him or her for college and career.

What's a Rubric?

A rubric is a scoring tool that teachers use when assessing student's work. A teacher creates a rubric by listing the elements that s/he expects to see in a piece of work and defining how the quality of the work will be assessed. An effective rubric helps teachers and students get a clear picture of the value of the work.

What is a Performance Standard?

A performance standard is a description of what students should know or be able to do at a certain grade level. Standards help teachers and parents understand what teachers target in instruction, and what students will be working towards. All states in the U. S. have standards that describe the framework for the curriculum.

The Rush-Henrietta Office of Instruction
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For further information about your child's learning, please talk with your child's teacher, school principal, or contact one of the Program Directors.

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Guiding Student Success
One Student at a Time

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