



## South Brunswick School District: Website Curriculum Overview

# Sixth Grade Curriculum

The South Brunswick School District Curriculum being taught at Sixth Grade integrates the New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards (CCSS) with developmentally appropriate concepts. We teach for deep understanding of the “big ideas” in each content area, and we encourage students to wonder about the “essential questions.”

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. (NJCCCS 8.1 and 8.2 Technology)

Below is an overview of each content area for the South Brunswick Sixth Grade.

### **LANGUAGE ARTS**

The South Brunswick Language Arts Curriculum is an integration of reading, writing, speaking and listening, and language skills. All the elements are meant to function together; each is incomplete without the others. The curriculum is based on Common Core State Standards for English Language Arts.

The sixth grade Language Arts program is divided into two sections, Language Arts Literature and Language Arts Composition, allowing teachers to deliver a comprehensive literacy program. Novels, short stories, poetry, nonfiction text, and a variety of writing genres are used for reading and writing instruction to provide an appropriately challenging and diverse language arts experience for our students.

### **LITERATURE/READING**

It is the intent of our program to develop proficient readers who see themselves as capable readers, who choose to read, and who will continue to be life-long readers. Reading in the seventh and eighth grades encompasses the following: core novels, literature circles, independent reading (P.A.T.T.E.R.N.S.), short stories, memoirs, poetry, and nonfiction text.

#### **Literature Circles Unit Summary:**

All sixth grade students will participate in a Literature Circle. Students will choose a novel from a selection based on a theme to read as a part of a Literature Circle group. They will participate in various jobs, discuss the novel with their group mates, and keep a response log.

- How does reading a book in a group setting differ from reading a book independently?
- How do individual personalities and learning styles impact the work of a group?
- How can the reading experience be enriched through a group novel study?
- How does allowing for choice impact the reading experience?

#### **Crash Unit Summary:**

All sixth grade students will read the novel, Crash, by Jerry Spinelli. Students will explore the themes of bullying, friendship and decision-making while reading this fictional story.

- How do we learn from other people’s differences?
- Why do people sometimes do something that they know is wrong?
- How do we grow from change?
- Why are some people bullies and some victims?
- How can someone win by losing?

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### **Flush Unit Summary:**

All sixth grade students will read the novel, FLUSH by Cark Hiassen as well as thematically related nonfiction/informational texts. They will incorporate reading strategies, including Reading Apprenticeship, in addition to applying graphic organizers where appropriate. Students will explore the themes of sacrifice and courage, as they read the story of a boy and his relationship with his father and his family. Students will utilize reading strategies to strengthen comprehension.

- When is civil disobedience acceptable? When does it go too far?
- Why is it important to protect the environment?
- How do you create and maintain a trusting relationship with your family?

### **Gathering Blue Unit Summary:**

Students will be able to read and comprehend the novel Gathering Blue by Lois Lowry. They will incorporate reading strategies, including Reading Apprenticeship, in addition to applying graphic organizers where appropriate. Students will explore the theme of “the future is being created today.”

- How is everyone a contributor to society?
- What makes a person strong?
- How can what you don’t know hurt you?
- Do you choose your future or is it chosen for you?

### **Of Beetles and Angels Unit Summary:**

All sixth grade students will read Of Beetles and Angels by Mawi Asgedom. Unit Rationale: Students will explore themes of success, world issues, compassion, and empathy while reading this real-life memoir.

- What can you do as an individual to improve your world?
- What factors may influence whether you are successful or unsuccessful in achieving a goal?
- What makes you who you are as a person?

## **WRITING**

Teachers use the Writing Workshop approach to teach students the joy and purposes of writing. During Writer’s Workshop teachers use mini-lessons to deliver instruction, provide opportunities for students to write independently, and conduct individual student conferences to increase students’ skills in the genres of writing.

### **Expressive Writing Unit Summary:**

Students will learn how to create a personal narrative and/or realistic fiction piece using structure, elaboration and craft. The expressive unit of writing is designed to teach students how to write a well-structured narrative using literary elements, sensory details, sentence structure, author’s voice and style as well as language conventions.

- How can we use our senses to enrich our writing?
- What tools do writer’s use to craft engaging, vivid texts?
- How is dialogue used effectively and correctly to enhance expressive writing?
- How can expressive writing create a lasting personal legacy?

### **Informational Writing Unit Summary:**

Students will learn how to create an informational piece of writing, based on research of a chosen topic. The informational writing unit is designed to teach students how to write a well-structured, unified and cohesive, non-fiction piece of writing by developing a thesis and including sufficient supporting details.

- How does a writer locate, organize and present information to support his topic?
- How does the writer’s craft shape his message and inform his audience?
- How does the topic sentence / thesis drive the content of an essay?

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### **Persuasive Writing Unit Summary:**

Students will learn how to use facts, reasons, and examples to convince an audience that their arguments are valid. Instruction will include a variety of mini-lessons, debates, timed writing, conferencing, and a final persuasive essay/letter. Students will learn how to use facts, reasons, and examples to convince an audience that their arguments are valid. Instruction will include a variety of mini-lessons, debates, timed writing, conferencing, and a final persuasive essay/letter.

- How does word choice contribute to a strong argument?
- Why is it important for a writer to know his/her audience?
- Why do people write to persuade others?
- What is the role of supporting evidence in building an argument?

### **Poetry Unit Summary:**

All sixth grade students will read, analyze, and compose a variety of poems. Students will examine the genre of poetry by looking closely at different poetic devices and how they contribute to the poem. In addition, students will compose their own poetry in a variety of formats.

- How does the structure of poetry reveal the author's purpose?
- In what ways does poetry express emotions and ideas differently from prose?

## **MATHEMATICS**

The South Brunswick Mathematics Program is based on a well-articulated curriculum that is aligned with Common Core State Standards, has interwoven technology, is connected in meaningful ways to other curriculum and real life, that provides for differentiated needs of students, that is taught by teachers who are well-grounded in and comfortable with both content and methodology, and that leads to equity and excellence in math achievement for all children.

In Sixth Grade, we build upon the knowledge and skills learned in previous grades in order to provide a strong foundation for later learning. There are two basic math paths that students follow in Sixth Grade: Unit Math or Transitions Math.

Sixth Grade topics of study:

- Unit Mathematics:
  - Prime Time: Number Sense
  - Bits and Pieces: Number Sense
  - Shapes and Design: Geometry
  - Bits and Pieces I: Ration and proportional relationships
  - Coverings and Surroundings: Geometry
  - Data about Us: Statistics and Probability
  - On Core: Expressions and Equations
- Transitions Mathematics:
  - Buyer Beware: Number Sense and Rates, Ratios and Proportions
  - Making Mathematical Arguments: Expressions and Equations
  - Language of Algebra: Patterns and Algebra
  - Roads and Ramps/Shapes and Spaces: Geometry
  - Looking Back at Numbers: Statistics and Probability
  - Getting Down to Business: Problem Solving

Students in Unit Math use the *Big Ideas Math (green)*. They also use On Core Mathematics Workbook, Study Island, teacher-made resources, and classroom technologies including the SMARTBoard.

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Students in Transitions Math use the *Big Ideas Math (Advanced I and Supplementary)*. The On Core Mathematics Workbook 6 and 7, Study Island, classroom technologies such as the SMARTBoard as well as manipulatives and calculators supplement the anchor resources.

### **SCIENCE**

It is the intention of South Brunswick Schools to graduate all of its students with the scientific knowledge, skills and habits of mind needed to be life-long learners, critical thinkers, effective communicators and wise decision-makers. Students will develop and use the skills necessary for full participation in a world shaped by science and technology.

Sixth Grade students study the life, earth and physical sciences based on the following NJCCCS:

- Scientific Practices: 5.1.8.A- 5.1.8.E
- Physical Science: 5.2.8.B.2, 5.2.6.C.1-3, 5.2.6.D.1, 5.2.8.D.1, 5.2.6.E.1, 5.2.6.E.3,
- Life Science: 5.3.6.A.2, 5.3.8.A.1, 5.3.6.B.1, 5.3.8.C.1
- Earth Science: 5.4.6.A.1-4, 5.4.8.A.1-4, 5.4.6.B.1-4, 5.4.8.B.2, 5.4.6.C.1-3, 5.4.8.C.1-2, 5.4.6.D.1-3, 5.4.8.D.1-3, 5.4.6.E.1

The Sixth Grade units of study and the related essential questions are as follows:

- **Systems:** Is every part of a system equally important? To what extent does science depend upon trial and error? Does an object at rest have as much energy as an object in motion?
- **Geology:** How long does change take? What can rocks tell us about the history of the Earth? How does technology extend human senses and understanding?
- **Astronomy:** Why is it necessary for people to study astronomy? Could life exist on another planet? Is all life on Earth affected by the Sun and Moon? Did stars enhance civilization?
- **Phylogenetics:** What does it mean to be alive? Does every living thing have a purpose? What role does classification play in everyday life? Do all organisms need the same living conditions to survive?

### **SOCIAL STUDIES**

The expectation is that all the students of South Brunswick will develop the social studies skills and knowledge they will need to be active, informed, responsible citizens and contributing members of their communities. The students will understand history as it relates to the present and future of their lives.

Sixth Grade students study World History (Early Human Societies, Expanding Zones of Exchange and Interaction, and Age of Global Encounters). The 6th grade social studies curriculum provides an integrated approach to World History through economics, geography, and political science. The curriculum is focused on the ten thematic strands developed by the National Council for the Social Studies. The anchor textbook is *HSS: World History 2008* (Holt, Rinehart, Winston).

This study is based on the following NJCCCS: 6.2.8.A, B, C and D, 8.1 and 9.1

This study is based on the following CCCS: 6-8.1,2,3,4,5,6,7,8,9,10

The enduring understandings are:

- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.

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- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe and The Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

The essential questions are:

- What causes the development, expansion, and collapse of civilizations?
- What impact does the spread of culture have on civilizations?
- Why are the legacies of classical civilization important?
- What causes an empire to develop and expand?
- What impact does the development of trade have on empires?
- How can cultural attitudes, beliefs, and values both unify and divide people?

Units include:

- Era 1-India, China, Greece, Rome
- Era 2- Byzantine/Muslim, Africa, China/Japan, Middle Ages, The Americas

### **HEALTH EDUCATION**

South Brunswick students need to be health literate, especially in response to all the input they receive from the media and society. Our District's Health curriculum is firmly based on this teaching of "wellness" which can be defined as a "way of life." Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and to make informed choices about their health now – and in the future. The Sixth Grade Health curriculum is based on the State's core curriculum content standards and is taught by a Health Education teacher.

- **Wellness:** NJCCCS 2.1 A1, 2, 4; 2.2 B1, 2, 3, 4; 2.2 C1, 2. What are the factors that may influence wellness? What skills will help me maintain personal wellness? How can I make good decisions concerning my health?
- **First Aid:** NJCCCS 2.1 A1, B1. What should I do if I encounter an emergency situation? How can I apply basic first aid? Who do I call in an emergency? What would I do to protect myself?
- **Nutrition:** NJCCCS 2.1 C1, 2, 3, 4; 2.2 B1, 2, 3. Why should I care about what I eat? Why do I choose the foods I eat? How can I eat healthy? What is a healthy weight for me and how can I maintain my healthy weight?
- **Growth and Development:** NJCCCS 2.1 A2; 2.1 B1, 2, 3; 2.1 F1; 2.4 A1, 2, 3, 4; 2.4 B1, 2, 5; 2.4 C1, 2. What are the physical, emotional, and social changes that occur during adolescence? When will I change? Where can I safely go to get accurate answers concerning my health questions and concerns?
- **S.A.F.E. (Drug, Alcohol, Tobacco, and Peer Pressure):** NJCCCS 2.3 B1, 2, 3, 6, 8. Who would be in a better position to make choices about your life than you?

The course outline for Sixth Grade is as follows:

1. Wellness/Health Triangle/Healthy Habits
2. Influences on Health/Health Skills

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## South Brunswick School District: Website Curriculum Overview

3. Decision Making/Goal Setting
4. Mental/Emotional Health
5. Social Health
6. Physical Health
7. Benefits of Physical Activity
8. Nutrition/Dietary Guidelines
9. Food Guide Pyramid
10. Food Choices
11. Healthy Menus
12. Maintaining Healthy Weight
13. Seven Stages of Life
14. Adolescence/Puberty
15. Changing Minds
16. Hygiene
17. Male Anatomy
18. Female Anatomy
19. Menstruation and Sperm Production
20. Abstinence
21. Pregnancy and Childbirth
22. Heredity
23. S.A.F.E. Program (drug/alcohol/tobacco and peer pressure) is taught by the community police in conjunction with the unit teachers.

### **WORLD LANGUAGE**

We believe that language acquisition opens the door to global awareness. In the South Brunswick school community, every student will have the opportunity to acquire at least one world language through sustained study beginning in early elementary school and continuing through high school. The language acquisition environment will be one that promotes communication and individual student success.

An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The World Languages curricula are based on the NJCCCS 7. In Sixth Grade, world language classes are held every other day as part of the Encore Program. The curriculum is taught through thematic units using text, music, games, songs, choral response, technology and activities.

Students may continue with the study of Spanish that was begun in elementary school, or they may elect to take French or Latin. There is a District expectation that a student studies the same language throughout his or her middle school experience.

The units of study within each content area are as follows:

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## South Brunswick School District: Website Curriculum Overview

### Spanish

- **Unit I: Mucho gusto:** The learner will be able to meet and greet people using formal and casual greetings.
- **Unit II: El tiempo y los planes:** Seasons and climate dictate, in part, what types of clothing are worn in a given country. The learner will be able to describe the weather and the activities you plan to do on vacation.
- **Unit III: Vamos a hacer las maletas:** The learner will be able to describe the items of clothing necessary to take on a trip.
- **Unit IV Como Vamos:** The learner will be able to identify their travel destination and the modes of transportation needed to arrive.
- **Unit V: La Comida:** The learner will be able to name food items according to categories: dairy, fruits, seeds, grains and meats. The learner will be able to order food in a restaurant.

### French

- **Unit I: Je parle français:** Many aspects of communication are common to all languages.
- **Unit II: Ma famille:** Family can be defined in many ways.
- **Unit III: Ma maison:** Living space effects daily life.
- **Unit IV: Mardi Gras:** People get excited during the celebration of holidays because the festivities stimulate all five senses.
- **Unit V: Au Café:** Sharing a meal with others nourishes the body and the soul.
- **Unit VI: Le Cirque:** Circus acts are universal in their appeal.

### Latin

- **Unit I: Imperium Romanum:** The learner will be able to identify ancient provinces and relate them to their modern counterparts.
- **Unit II: Latina et Anglica:** The learner will be able to identify parts of speech and translate simple Latin sentences.
- **Unit III: Familia Romana:** The learner will be able to compare and contrast the members of a typical Roman family with their own.
- **Unit IV: Translating Latin for Meaning:** The learner will be able to interpret differing number and gender in Latin nouns and adjectives.
- **Unit V: Transitive Verbs:** The learner will be able to recognize the direct object in the accusative case and manipulate subjects and direct objects in Latin sentences.
- **Unit VI: Colors & Clothes:** The learner will be able to discuss Roman clothing, describe their colors in both Latin and English, and compare to their own.
- **Unit VII: The Infinitive:** The learner will be able to interpret the infinitive in two grammatical constructions.
- **Unit VIII: Introduction to Conjugations:** The learner will be able to express the translation of Latin verb personal endings using the correct English pronouns.

### **ART**

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Students in Sixth Grade may receive one marking period per year of Integrated Art as part of the Encore schedule. The word “integrated” refers to the connection that art has to the Sixth Grade core curriculum—LA, math, social studies and science—as well as the other art forms (music, physical movement, technology). The curriculum is based on the NJCCCS for Visual and Performing Arts: 1.1 The Creation, 1.2 The History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Responses & Critique Methodologies-- 1.4A Aesthetic Responses and 1.4B Critique Methodologies.

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Students continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students increase their skills with greater mastery of media and tools, they critique artwork, they express an idea visually and begin the process of self-assessment and feedback to improve work, and they recognize and respond to works of art, movements, and artists.

Among the essential questions that Sixth Graders study:

- How does an artist connect with his/her work and other artists' work?
- How does creating and analyzing art develop personal growth?
- How does the creation of art demonstrate a visual understanding of the elements and principles of design?
- What does the artwork tell you about the artist?
- How do we learn about different cultures through art?
- Why is learning about each other's cultures important?
- What information can you receive from observing a work of art?

### **MUSIC**

The South Brunswick Elementary Music Curriculum is designed to allow students to experience music through many different venues such as singing, movement, games and activities, classroom instruments, composition and performance. Students learn that music is all around us. Music reflects life, builds a sense of community and helps define cultural identity. It is an art form and a form of entertainment. Students will understand that music is a universal language and music allows us to transcend time.

The mission of the Middle School Music Department is to provide music students with performance opportunities that are challenging, realistic and enriching. We strive to increase each performer's musical, technical and interpretive skills through ensembles and group lessons. Students new to our program will be screened and placed in the most appropriate learning situation to meet the needs of the child.

In Sixth Grade, students may receive general music instruction for one trimester of their Sixth Grade year. The General Music Exploration Program, Instrumental and Vocal-Choral Music Programs for sixth graders are based on the NJCCCS for Visual and Performing Arts: The Creative Process, History of Art and Culture, 1.3 Performing, 1.4 Aesthetic Response and Critique Methodologies.

### **GENERAL MUSIC**

General music students continue to develop music-reading skills, and study music as it relates to world cultures and history, music dictation, theory, composition and performance. Students also continue to develop their aural and vocal skills.

The following Essential Questions are related to the Music Exploration course of study:

- Is all music beautiful?
- How does creating and performing music differ from listening to music?
- When is music entertainment and when is it an art?
- Why do we listen to music?
- Why do we like the music we like?
- Is all sound music?
- How does music impact our lives?

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## South Brunswick School District: Website Curriculum Overview

### **INSTRUMENTAL MUSIC PROGRAM**

Students may also choose to study a band or orchestra instrument. Developmental and advanced ensembles are offered to students who study instruments. Instrumental lessons are pulled out of students' Prime Time in the unit structure. Instrumental performing groups meet before the day. Students new to our program will be screened and placed in the most appropriate learning situation to meet the needs of the child. Students will receive a grade for band or orchestra on their report cards.

Essential Questions for the instrumental music program include:

- What role does my instrument play within an ensemble?
- Is all sound music?
- What is the role of music in my life?
- How does playing an instrument allow me to express myself?
- How does my individual behavior as a performer and/or an audience member affect the musical performances?

### **CHOIR PROGRAM**

Sixth Grade students are eligible to sing in chorus. Concert Choir and Treble Choir meet at the end of the day during Common Time. Vocal Ensemble will meet during the Before School Music Program. Winter and spring concerts are performed for the school and community. Students who participate in choir will receive a grade on their report card for this course. Students involved in the choral program must take two voice lessons during a lunch period each marking period.

Essential Questions for this course include:

- What role does my voice play within the choir?
- Is all sound music?
- How does my individual behavior as a performer and/or an audience member affect the musical performance?
- How does my individual participation benefit the whole ensemble?

### **TECHNOLOGY**

Technology is integrated into all areas of the curriculum in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge and thus meet the NJCCCS 8.1 and NJCCCS 9.1 Standards.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (NJCCCS 8.1 Educational Technology) The strands addressed in NJCCC Standard 8.1 Technological Literacy are:

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving and Decision-Making.

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (NJCCCS 9.1 21<sup>st</sup> Century Life Skills) The strands addressed in these NJCCC Standards 9.1 21st Century Life Skills are:

- A. Critical Thinking and Problem Solving
- B. Creativity and Innovation

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- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics.

### **ENCORE**

In real life, an encore is an extension of a performance— and often one that occurs by popular demand. Our Encore courses works in much the same way. They can be extensions of the students’ core curriculum when they meaningfully connect to students’ unit courses—language arts, math, social studies and science. They can be integrated arts programs when they purposefully mesh with other art forms-- art, music, physical movement, or technology. They are exploratory in nature and offer students study in 21<sup>st</sup> century themes and skills.

The courses that students take as part of Encore are stepping-stones to the high school elective program and the required 21<sup>st</sup> Century courses that students must take in their freshman year.

All students in Sixth Grade receive one marking period per year of Digital Tools as part of the Encore schedule (30 classes per trimester). In this course, students study the following essential questions: How can you use a tool such as Google drive for a variety of purposes, such as the creation of gathering, processing and presenting data? These questions are based on the enduring understanding: In today’s digital world where each one of us leaves a digital footprint it is imperative to know and be careful about cyber etiquette and safety. Units of study include Cybersafety, Keyboarding, Word Processing, Spreadsheets, and collaboration with distance learners.

### **PHYSICAL EDUCATION (PE)**

The mission of the Physical Education curriculum is to promote students’ individual fitness and to develop in students an appreciation for wellness, and the knowledge and skills to maintain a healthy active lifestyle.

The curriculum integrates the NJCCCS 2.1 (Wellness), 2.2 (Integrated Skills), 2.5 (Motor Development), and 2.6 (Fitness) with the National Association of Sports and Physical Education Standards:

- NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- NASPE Standard 3: Participate regularly in physical activity.
- NASPE Standard 4: Achieve and maintain a health-enhancing level of physical fitness.
- NASPE Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- NASPE Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The curriculum incorporates units on fitness, individual and team games, recreational and lifetime sports, and team-building and challenge activities.

All students participate in selected fitness assessments throughout the year. Individual results about “healthy fitness zones” are shared with parents.



## South Brunswick School District: Website Curriculum Overview

### **LIBRARY-MEDIA PROGRAM**

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians, in collaboration with classroom teachers, guide students to read and to acquire skills to access, analyze and ethically use ideas and information with competence and confidence. The American Association of School Librarians' "Nine Information Literacy Standards for Student Learning" and "Standards for 21<sup>st</sup> Century Learners" serve as the foundation for the work students do in their school libraries.

We build upon the knowledge and skills learned in Fifth Grade and focus upon the following skills and knowledge in Sixth through Eighth Grade:

- Recreational reading (book selection strategies, selection aids, genre displays)
- Databases (selecting, accessing, searching)
- Web site evaluation (accuracy, validity, currency, relevance)
- Copyright/Ethical Use (plagiarism, citation)
- Classification (resource location)
- Search Strategies (keywords, broadening/narrowing)
- Policies and Procedures
- Technology (troubleshooting, Internet safety)

Sixth Grade LM Units of Study include:

- Use of LMC- Understand and demonstrate library use policies. Locate library resources
- Use of OPAC/ Alexandria- Demonstrate the following strategies: keyword searching, sorting, narrowing/broadening search, simple vs. browse, availability, and call number.
- Classification- Differentiate between call numbers of library resources. Relate the ways resources in different areas may be used.
- Recreational Reading- Select materials based on personal interest using selection aids, genre displays and book talks. Identify genres that match their interests.
- Database Research- Define Database. Select appropriate databases for their information needs. Develop an effective search strategy. Retrieve information. Recognize advantages of databases over other resources.
- Intro to Website Evaluation- Understand the negative aspects of Internet resources
- Copyright/Ethical Use - Acknowledge the principles of intellectual freedom. Define plagiarism. Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so. Locate citation components from different sources. Apply proper MLA citation format.
- Search Strategy- Evaluate all sources for appropriateness to information needs. Evaluate the validity and accuracy of all information. Illustrate the use of index, table of contents, guide words, etc. to enhance search
- Technology- Demonstrate basic troubleshooting i.e. printer without paper. Put into practice safe and responsible Internet usage.

### **Sixth Grade Research**

Research and writing skills are central components to being a life-long learner, critical thinker, effective communicator and wise decision-maker. Through collaborative effort between the library-media specialist and classroom teachers, research and inquiry bursts build information-literate students who are confident and able of finding answers to questions through the research process.

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## South Brunswick School District: Website Curriculum Overview

### **CHARACTER EDUCATION: CROSSROADS CARES ABOUT CHARACTER**

Crossroads Middle School, like the rest of the schools in South Brunswick, embrace the following core values, CARES, in an effort to build positive school citizens in our learning community. This is supported through our District's Character Education Program.

- C *Cooperation*
- A *Assertion*
- R *Responsibility*
- E *Empathy*
- S *Self-control*

The core values are taught and modeled through the Development Design approach that is employed in classrooms throughout the day. This embedded approach to teaching character education that emphasizes social, emotional, and academic growth in a strong and safe school community.

Circle of Power and Respect (CPR), a key component of *Developmental Designs*, helps create a classroom where children can practice and explore social skills and merge social, emotional and academic learning.

The core values are also emphasized and reinforced through the Unit organizational structure. A unit is defined as a group of 110-130 students who work and learn together each day with a core group of teachers who support them in all aspects of their development. As such, every child is known well by both the adults and children in their small learning community. Unit teachers bring the students together on a periodic basis for the purpose of team-building and character development. The core values are at the heart of their work.

### **STANDARDIZED ASSESSMENTS FOR SIXTH GRADE**

- ELA PARCC- grade 6
- Mini Research Tasks/Inquiry Bursts
- Grammar Pre- and Post Tests
- Word Study Trimester Exams
- Timed Writing Tasks
- Performance-based Reading Tasks
- Math PARCC- grade 6
- Math District-made Pre and Post Assessments
- Mid Terms and Final exams for Algebra and Geometry (advanced math)
- Crossroads (District Placement) Test
- Algebra Predictive Test for placement
- Science: Lab reports, Pre and End of unit assessments
- Social Studies Era Essential Question Pre and Post Tests
- South Brunswick curriculum-based pre- and/or post- and performance assessments in all other areas of content (music, art, encore, world language, health). These can be end-of-course or end-of-unit. They may be performance assessments, online assessments, or paper-pencil tests.

### **REPORTING SYSTEM**

- Sixth Grade Report Cards are sent home in December, March and June.
- Parent Conferences are scheduled every fall and spring.
- The teacher and/or the parent may request additional conferences.
- PARCC Parent Report is sent home following receipt from the State.
- Family Connect, the online grade book system, provides "real time" information to students and parents about academic progress.

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