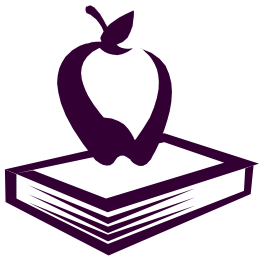
Frelinghuysen Middle School
Grade 6
Course Synopsis



MATHEMATICS

The Sixth grade math curriculum moves through a series of texts, addressing concepts through appealing and engaging problems. The curriculum focuses on the applications of basic skills to solve multi-step problems, as students observe and generalize patterns and relationships, a process vital to acquiring a solid understanding of mathematical ideas. The sixth grade mathematics program enables middle school students to become better learners, strategists and communicators.

Goals: 1) To help students become better learners, 2) To utilize strategies for problem solving according to the NCTM standards, 3) To have students communicate mathematically and see the connection of mathematics in all subjects.

LANGUAGE ARTS

Language Arts 6 is an integrated study of reading and writing that builds on previously acquired skills. The purpose of the program is to develop students' competencies in reading and writing with a variety of texts while encouraging their life-long interest in all of the language arts as they gain insights into the world around them. Texts are arranged thematically and grouped around essential questions or issues important to middle school students. Writing instruction is linked to topics and issues arising from reading texts and encourages students to address all aspects of the process writing.

Goals: 1) To comprehend texts across a broad sampling as both readers and writers, 2) To identify and expand knowledge of literary elements, 3) To identify and compare themes across multiple texts, 4) To recognize, appreciate and manipulate literary devices and figurative language, 5) To read for a variety of purposes, and recognize and employ a variety of purposes for writing, 6) To utilize a variety of pre-writing and drafting strategies for writing personal narratives, informational essays, and persuasive pieces, 7) To enhance created texts through revision and editing for spelling, usage, and punctuation, 8) To develop and exercise higher order thinking skills in evaluating texts, 9) To encourage a love of reading and writing both as a learning tool and entertainment.

SOCIAL STUDIES

Students are motivated in project-oriented challenges from their own American heritage. The year encompasses an exclusive association with the acquisition of basic geography skills, tools of history, and skills for life. Students examine the first civilizations of the American, the Era of Exploration and Life in Colonial America. The American Revolution is dramatized in the creation of a new nation. Students study the Constitution as a living document, discover the Industrial Revolution and Western Expansion, and recognize the cause and results of the Civil War. The units of study consider Woman and African – American issues. Students will appraise their democratic republic and validate their unique citizenship for life.

Goals: 1) Read for content mastery, 2) Develop Skills for life, 3) Use the Internet to explore American history resources, 4) explore types of writing, 5) Understanding the historical forces (explorations wars and ideologies) and culminated in the creation of the United States, 6) Understand the crisis that led to the Revolutionary War, the republic and the new government, 7) Studying the growth of the United States in size, population, economic productivity, and international stature, between 1820 and 1860, 8) Verifying the most divisive and brutal era in American history, the Civil War, 9) Reinforce map, glove and graph skills, 10) Measure critical thinking skills

SCIENCE

In the sixth grade, students study General Science, This is a hand-on course with content in Life Science, Earth Science, and Physical Science. In Life Science, Ecology and Environmental Pollution are explored. We will also cover Earth and Space Science. The Physical Science Portion of the course includes Matter and Energy, Basic Chemistry, and Flight and Space. The material covered in these areas will be a foundation for success in subsequent science courses.

Goals: 1) To develop scientifically literate students who understand how science, technology and society influence one another, 2) To use critical thinking, decision-making, and investigation, 3) To develop skills such as observing, classifying, measuring, recording, predicting, making references, investigating, decision–making and communicating, 4) To integrate math and science with an emphasis on meaningful real-life applications, 5) To foster the development of life skills, such as time management, social interactions and organizations.

WORLD LANGUGES

The grade six Spanish, French and Italian course is the first year of a three-year language program. The program's philosophy is to provide an emphasis in all four communicative areas: listening, speaking, reading, and writing, as well as an overview of the culture.

Goals: 1) To communicate at a beginning level in Spanish, French and Italian, 2) To demonstrate an understand of the interrelationship between language and culture.

PHYSICAL EDUCATION

Students will develop overall physical fitness and game skills and strategies in various activities. Emphasis is placed on lifelong skills.

Goals: 1) To improve the strength, speed endurance and flexibility of the student, 2) To understand the value of physical exercise, 3) To improve the social and emotional development of the student, 4) To improve the student's knowledge of sill, rules, techniques, and strategies as it pertains to specific sports, 5) To expose students to a variety of activities which will ultimately add in their search for life time leisure activities, 6) To have fun.

HEALTH

The Health curriculum covers the following topics: Alcohol and Drug Awareness, DARE, and the Gang Resistance Education and Training (GREAT) program.

Goals: 1) To increase a student's understanding of one's self, 2) Creating wellness by learning good habits, 3) Substance abuse prevention.

ART

Creative expression is a necessity for the healthy growth of all children. Emphasis is given on art values, sensitivity to design, and continuous process of attaining skills and striving toward individual creation and expression

Art Connections: Emphasizes classic hands-on drawing techniques and graphic arts and uses them interchangeable.

General Art: Emphasizes drawing and the value of 3D artwork.

Visual Art: Emphasizes the fine arts and basic drawing and painting skills.

Goals: 1) To gain knowledge of the expressive media, 2) To utilize art elements and principles, 3) To utilize art media to produce artistic products, 4) To demonstrate knowledge of the critique process, 5) To enhance aesthetic awareness of art history, 6) To help students evaluate their own progress in creating artwork, 7) To engage students in understanding and appreciating the process of creating artwork in addition to their product.

COMPUTER APPLICATIONS

Students who participate in the computer application exploratory cycle will learn how to use the computer, computer applications, and computer peripherals as academic tools in order to assist them in their daily class work. The students will apply and integrate keyboarding fundamentals, application awareness and Internet usage in cross-curricula projects.

Goals: 1) students will be able to use correct finger reaches for alphabetic and punctuation keys, 2) Students will be able to safely and effectively search the Internet, 3) Students will be able to analyze and integrate information found on the Internet into projects via other computer applications, 4) Students will be able to create, design, format and organize documents using a page layout program, 5) Students will be able to create, design, format and organize document using a word processor, 6) Students will integrate digital media into their work using computer peripherals such as digital camera and scanners.

WORLD LANGUAGE ENRICHMENT

World Language Enrichment offers students an opportunity to explore the history, geography, art, culture, literature, music and cuisines of the countries where Spanish, French and Italian are spoken. The enrichment curriculum is project based and evaluated on a pass-fail basis.

BAND

This course serves as a transition from elementary school to the middle school band program. Emphasis is placed on ensemble techniques. Basic musical concepts such as tone quality, tonguing, tuning and timing, as well as phrasing, rhythm and dynamics are introduced and reinforced. Technical facility, musical enjoyment and quality performances are the primary objectives of the course.

Goals: 1) To offer students the opportunity to study and perform a variety of band literature, 2) To introduce and reinforce various music performance techniques, 3) To prepare students for scheduled performances.

ORCHESTRA

Students will develop the skills for playing in an orchestra. Throughout the course, students will continue to develop the technical facility by way of more refined bowing and left hand technique. Students will be exposed to various styles of music from different time periods.

Goals: 1) The opportunity to perform in concert using a wide variety of orchestral literature, 2) Develop an understanding , appreciation, and love for music, 3) Communicate aesthetic responses.

CHORUS

Students will have the opportunity to grow in their enjoyment and understanding of music by singing selected vocal scores that fit the technical level and voice range of the student. The repertoire will include a variety of styles such as folk, popular, multicultural and classical music.

Goals: 1) To increase the ability of students to perform two part singing and three part harmony, 2) To offer students the opportunity to study and perform a variety of choral literature, 3) To increase the vocal range of students, 4) To reinforce through performance vocal techniques, diction, and sight-singing, 5) To utilize technology to enhance performance, 6) To introduce student created movement to accompany vocal literature

performance, 7) To prepare students for scheduled performances.

SYNERGISTICS SYSTEM (MATH OR SCIENCE)

Students participating in this course will take in a fourteen day rotation, each consisting of a different technology based unit of study. Each student will complete different Synergistic Systems modules. Sixth grade math modules include: Package and Design, Digital Design, Flight Technology, Lights and Lasers, Robotics, Confident Consumer, Music and Sound, Bioengineering, Interior Design, Baking and Measuring, Personal Finance, and Forces.

Sixth grade science modules include: Applied Physics, Energy Power and Mechanics, Creative Solutions, Careers, Cell Structure, Plants and Pollination, Genetics, Biotechnology, Heart Fitness, Body Systems, Immune Systems, Microbiology, Weather, and Weights and Measures.

Goals: 1) Students will develop a measurable awareness of technology and its significant force and source in their everyday lives, 2) Each unit of study will be explored through the application of design/problem-solving activities, which engage students in hands-on experiences with a variety of technologies in math and science, 3) Students will acquire life skills in problem solving by conducting experiments and using advance software applications, which utilizes critical thinking, 4) The activities completed in this course will reinforce and enrich concepts of math, language arts, social studies and science as interdisciplinary components of each unit of study.

INDUSTRIAL ARTS

Sixth graders begin the year by studying some of the scientific principals of buoyancy. Factors that make things float and move in the water are examined. Weight distribution, live and dead load concepts are also introduced. Armed with this new knowledge, students are presented with the "Floating Vessel Challenge." Each student is given a Design brief and asked to design, build and test floating vessel. Guidelines are given in terms of what kind of materials they can use and can't use. When the vessel is completed, it will be tested. The test consists of the vessel carrying two pounds of evenly distributed steel bars for a minimum of thirty seconds. Following this, students embark on a glorious woodworking journey through several unique and useful woodworking projects. In addition, there is the egg-drop contest as well as the CO2 dragster competition to round out the year. The concepts taught in this great course support, reinforce and illustrate in real terms the math and science principals taught in their core subjects.

QUEST

Students who participate in the FMS Quest programs are identified, highly capable children who are given an opportunity to study topics in a wide variety of integrated and differentiated research based curricula. The focus of these programs is to develop higher level critical thinking and writing skills. Specific lessons strengthen divergent and cognitive skill development through a variety of collaborative, research, and shared inquiry approaches. .

BASIC SKILLS

Students identified in need of additional support in mathematics or language arts are eligible for basic skills instruction.

Goals: 1) To provide additional support to students who are either recommended by their teachers or have performed below the established base line criteria on standardized tests

TEST PREP

This course identifies students who have scored in the Proficient range or on the NJASK .*Goals:* 1) To improve the ability of students in taking standardized tests.

ASSESSMENT

Student progress is assessed using multiple indicators. Assessment tools may include:

Cumulative Exams

Quizzes

Running Records

Self Assessments

Portfolio Records

Performance Based Assessments

Projects

Class Participation

Homework

Journals/Logs

Daily Assignments

Using these various evaluation tools, teachers assess each student's progress per unit and marking period. The emphasis on assessing a student's progress is to discover which concepts, skills, and habits need to be reinforced. Assessment is both formative and summative. Students will receive grades based upon their cumulative progress in each subject area each marking period.

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(Jan. 2009)

Organization

This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.

It would also be useful to include a contact name for readers who want more information about the organization.

Business Name

Primary Business Address
Your Address Line 2
Your Address Line 3
Your Address Line 4

Phone: 555-555-5555
Fax: 555-555-5555
E-mail:
someone@example.com

We're on the Web!

example.microsoft.com

Your business tag line here.

Back Page Story Headline

This story can fit 175-225 words.

If your newsletter is folded and mailed, this story will appear on the back. So, it's a good idea to make it easy to read at a glance.

A question and answer session is a good way to quickly capture the attention of readers. You can either compile questions that you've received since the last edition or you can summarize some generic questions that are frequently asked about your organization.

A listing of names and titles of managers in your organization is a good way to give your newsletter a personal touch. If your organization is small, you may want to list the names of all employees.

If you have any prices of standard products or services, you can include a listing of those here. You may want to refer your readers to any other forms of communication that you've created for your organization.

You can also use this space to remind readers to mark their calendars for a regular event, such as a breakfast meeting for vendors every third Tuesday of the month, or a biannual charity auction.

If space is available, this is a good place to insert a clip art image or some other graphic.

Caption describing picture or graphic.