

Sixth Grade Curriculum Overview

New Ulm Public Schools - Independent School District 88



*A leader in
education
through engaging
and innovative
programs and
support
structures*

NEW ULM MIDDLE SCHOOL



New Ulm Middle School serves students in grades 5-8, providing a developmentally responsive program designed to meet both the academic and social-emotional needs of all students. NUMS is committed to the middle school philosophy and the delivery of a comprehensive education that supports the growth of the whole child. Students at NUMS are organized into small groups or “families,” reflecting the house concept, designed to provide students with a better sense of community and a more personalized learning environment.

Each day, students at NUMS participate in an advisory program in which they will have an opportunity to develop a positive advisor-advisee relationship and build peer relationships in a small group environment. NUMS offers a variety of exploratory courses for grades 5-7 and electives for grade 8 (Agriculture and Industrial Technology, Art, Family and Consumer Science and General Music). Beyond the exploratory and elective options, NUMS students will also be engaged in a Positive Intervention and Enrichment (PIE) program, which will provide instruction, based on students individual academic needs.

SCIENCE

Sixth grade students receive daily science curriculum and focus on several on several key areas:

- Understand how science and engineering impact society
- Investigate how engineering design is the process of creating products, processes, and systems
- Recognize and differentiate natural and human designed systems
- Understand matter can be identified by properties
- Evaluate the motion of an object to determine the interaction of its speed, direction, change of position, and magnitude
- Know energy has identifiable forms that can be transformed within a system, transferred to other systems of the environment



POSITIVE INTERVENTION AND ENRICHMENT

Middle School students partake in a designated period during the school day, called P.I.E or “Positive Intervention and Enrichment”. This time is used to provide students with the necessary interventions or enrichments to support individual student growth.

New Ulm Middle School

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ENGLISH/LANGUAGE ARTS

Sixth grade curriculum consists of many components including foundational and literature skills, informational non-fiction text, language and writing, speaking, viewing listening and media literacy. Students will be able to demonstrate the following outcomes upon completion of this grade level:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.



- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
- Gather relevant information from multiple print and digital sources; access the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

COUNSELING

Counseling curriculum for 6th graders focuses establishing personal goals and developing future plans in the areas of Academic, Career and Personal/Social Development.

Skills that are focused on include:

- Communication, time management and teamwork. Creating a positive relationship between school success and work habits
- Career awareness and teach decision-making; assist students on managing conflict and conflict resolution.
- PBIS (Positive Behavior Intervention Support); and provide individual counseling; personal awareness, school, community, state and national rules and laws, and recognizing issues that affect physical safety; addressing the constant issue of bullying and cyber bullying; anger management and coping skills.

SOCIAL STUDIES

Sixth grade students study Minnesota history and it's government and it's people within the context of the national story. Studies begin with the early indigenous people of the upper Mississippi River region to present day. Areas of concentration include citizenship and government, economics, geography and history. Examples of class instruction include:

- Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments.
- Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them.
- Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state, and local laws.
- Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.
- Discuss the role of Minnesota and the nation in history starting with indigenous people through the various wars
- Identify the push-pull factors that bring immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries.

MATHEMATICS

The aim of the Mathematics Department is to expose students to the benefits and enjoyment of mathematics by providing progressive, high quality instruction for all students, at all levels. The department seeks to prepare students for everyday life and advanced study of mathematics by teaching mastery of skills/standards essential to meet this goal. Sixth grade students will learn in several areas including numbers and operations, algebra, geometry and measurements and data analysis. By the conclusion of sixth grade, students will be able to:

- Divide multi-digit numbers
- Read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals
- Add and subtract fractions, mixed numbers and decimals.
- Describe, classify, and draw representations of three-dimensional figures.
- Determine the area of triangles and quadrilaterals; determine the surface area and volume of rectangular prisms in various contexts.
- Display and interpret data; determine mean, median and range.

HEALTH

While in sixth grade, students will be introduced or reinforced to the following but not limited curriculum areas:

- Comprehend concepts related to health promotion and disease prevention
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Use goal-setting skills and decision-making skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

PHYSICAL EDUCATION

During sixth grade, students will be introduced or reinforced to the following but not limited curriculum areas including:

- Demonstrate competency in motor skills and movement patterns and developing needed to perform a variety of physical activities
- Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- Participate regularly in physical activity.
- Achieve and maintain health-enhancing level of fitness.
- Exhibit responsible personal and social behavior in physical activity
- Value physical activity for health, enjoyment, challenge, self expression and social interaction

MEDIA & TECHNOLOGY

Sixth grade students will be expected to demonstrate the following outcomes:

- Demonstrate a sound understanding of technology concepts, systems, and operations.
- Apply digital tools to gather, evaluate, and use information.
- Use digital media and environments to communicate and work collaboratively.
- Demonstrate creative thinking, knowledge, and develop innovative products and processes using technology.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.



FAMILY AND CONSUMER SCIENCE (FACS)

Sixth grade students have the opportunity to elect an enrichment class FACS. In the class, students will have an opportunity in a Foods, Nutrition, Sewing and Textiles, Child Development and Personal Finance. Topics included are being home alone, hand sewing and design, child development and babysitting, money management and budgeting.

AGRICULTURE/INDUSTRIAL TECHNOLOGY (AGIT)

Fifth grade students who elect this class are introduced to the essentials of agriculture – food, fiber and shelter; fundamental industrial processes, applied technology/mechanics, basic shop skills, and career discovery. A variety of learning experiences will be gained through resources persons, lab activities, shop work, greenhouse projects and classroom interaction.

ART

Sixth grade students receive one hour, every other day of Media Arts Instruction. Areas of Visual Arts instruction will allow students to identify elements of art such as color, line, shape and space; create two and three dimensional works by doing printmaking, ceramics and sculpture; identify characteristics of different cultures and share works of art with others. Students study the following Media Arts concepts: Identify

MUSIC

In 6th grade, students are free to choose instrumental and vocal classes as part of their schedule. The music curriculum includes:

- Creating - generate musical ideas for various purposes and contexts
- Performing - select varied musical works to present based on interest, knowledge, technical skill and context and sequence; use of digital technology and editing software to create works of art.
- Responding - choose music appropriate for a specific purpose or context
- Connecting - synthesize and relate knowledge elements such as image, sound, space, time, motion



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