

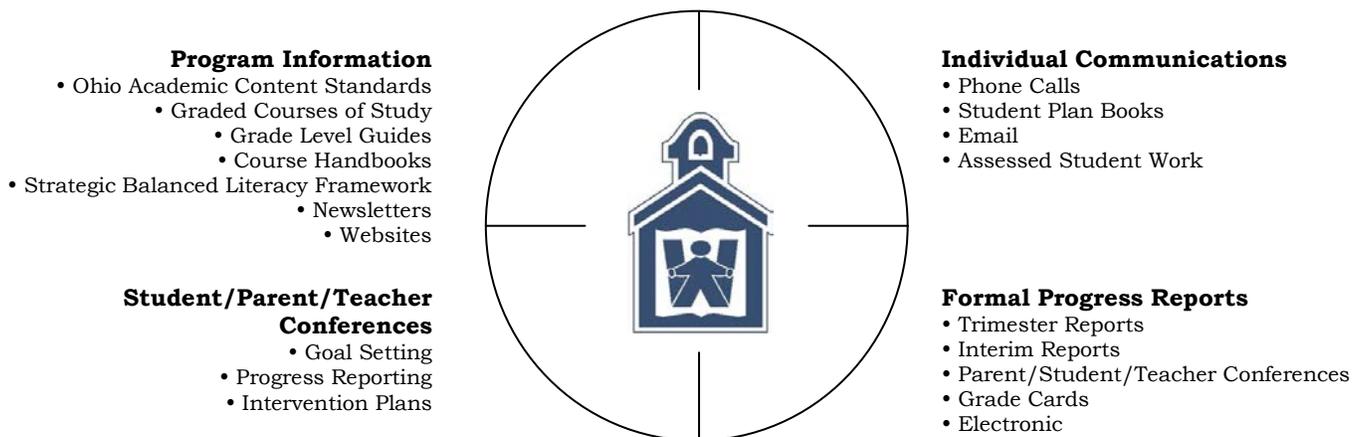
WHAT TO EXPECT IN 6th Grade

Purpose of the Grade Level Guide

- Provide parents a general overview of the content taught at each grade level
- Provide information regarding the district instructional materials used to teach the content
- Provide parents a general overview of the intellectual, social, physical, and emotional characteristics of a child in this grade level
- List resources that can be used to gain additional information regarding Worthington's Learning Standards in ELA, Math, Science and Social Studies
- Provide resources to assist parents in supporting their child's learning
- Provide district contacts to whom questions can be directed

Communication with Parents

Communication regarding a student's program and progress in learning comes in many different ways and forms throughout the year. The chart below best describes the total "Communication Pie." The Grade Level Guide is one "slice" of the pie. It is intended to give you a snapshot of what to expect at each grade level and resources to help you gain more information about Worthington's Learning Standards for ELA, Math, Science and Social Studies.



6th Grade

This Grade Level Guide is intended to give you an overview of the content in the core academic courses, materials used, and resources to help you gain more information about Worthington's Learning Standards in ELA, Math, Science and Social Studies.

NOTE: This document contains hyperlinks connecting you with samples of the resources used in Worthington Schools if the document is read electronically. These hyperlinks are meant to be a representative sample of the resources and not a comprehensive list of the materials used in our classrooms.

Worthington Schools – Grade Six Guide

Language Arts

Worthington's Learning Standards in English Language Arts, adopted by the Worthington Board of Education, are K-12 standards that provide the basis for a rigorous education in the Worthington Schools.

The board adopted approach to comprehensive literacy instruction is the [Strategic Balanced Literacy Framework](#) (SBLF) adopted by the Worthington Board of Education in April 2006. The [SBLF Frequently Asked Questions \(FAQ\)](#) document provides more information on the guiding principles of this framework.

The sixth grade Language Arts curriculum continues to build on skills learned in fifth grade and prepares students for middle school literacy. Students demonstrate their understanding of a variety of genres through discussions, assessments, activities, and projects. They read critically and learn to support alternative views of a text with information from their reading. Students select reading material to extend and support specific learning including reports, special topics and themes, projects and reading for pleasure. Reading independently for a sustained period each day, students further develop their vocabulary through their knowledge of phonics, word patterns, word derivatives, affixes, and syllabication. They use these skills to decode unknown words and determine their meanings. Students work to convey a sense of personal involvement in their writing by choosing words to create mood, rich descriptions, humor, and impact.

Their writing reflects attention to detail, mechanics, spelling, and organization. Students also use their listening and viewing skills to compare and contrast, make inferences, distinguish fact from opinion, and identify cause and effect relationships. They transfer that information into other types of thinking such as taking notes, paraphrasing, summarizing, and critiquing.

District Instructional Materials:
Collections Anthology Houghton-Mifflin; [Handwriting Without Tears - cursive](#); [Words Their Way](#); [Vocabulary Workshop](#)

Mathematics

Sixth grade students will experience the following concepts: understanding ratios and rates and solving problems involving proportional relationships; dividing fractions and solving related word problems; using positive and negative numbers together to describe quantities; understanding the ordering and absolute values of positive and negative numbers; working with variables and expressions by generalizing the way numbers work; understanding the process of solving simple equations; writing equations to solve word problems; describing relationships between quantities; and reasoning about relationships between shapes to determine area, surface area, and volume.

District Instructional Material:
Digits Pearson

Social Studies

Regions and People of the Eastern Hemisphere

In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia, and Europe), its geographic features, early history, cultural development, and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures, and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources, and competition.

District Instructional Materials:
Teachers Curriculum Institute: [Ohio: Regions and People of the Eastern Hemisphere](#)

Science

Sixth grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be inferred from simple principles. These principles are related to the properties or interactions within and between systems. In Earth Science students will study rocks, minerals and soil, which make up the lithosphere.

6th Grade

Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed. In Physical Science students will study foundational concepts of the particulate nature of matter, linear motion, and kinetic and potential energy. In Life Science, sixth graders will study the basics of Modern Cell Theory. All organisms are composed of cells, which are the fundamental unit of life. Cells carry on the many processes that sustain life. All cells come from pre-existing cells.

District Instructional Material:
[Harcourt Science](#) and [Gizmos](#)

Health

Sixth grade students begin developing a philosophy of life and goals. The students are discovering their personal strengths and weaknesses. Peer pressure continues to influence decision making regarding health choices. The abstract reasoning skills begin to develop but emotional issues remain paramount for this age learner. The human growth and development unit taught in sixth grade focuses on the circulatory system and human sexuality. Also in the curriculum are safety and risk reduction; exercise and nutrition; and an awareness of alcohol, tobacco and other drugs.

District Instructional Material:
[Teen Health Course 2](#); and Health Resource Guide – 6

Visual Arts

Art History

- Becomes familiar with the historical placement of artwork, musical pieces and inventions

Communicating Through Art

- Uses elements and principles of design
- Plans, reflects and revises

Art Criticism

- Practices methods for evaluating and/or interpreting works of art

Music

Historical, Cultural, and Social Contexts

- Demonstrates knowledge and understanding of a variety of music styles, cultures, and musicians both past and present

Creative Expression and Communication

- Sings, plays instruments, moves, reads, notates, improvises, and creates music

Analyzing and Responding

- Listens to a varied repertoire of music and responds by analyzing and describing music using correct vocabulary
- Evaluates the creating and performing of music

Valuing Music/Aesthetic Reflection

- Develops an understanding of why people value music and is encouraged to respect diverse opinions regarding music preferences
- Expresses the significance of music in his/her life

Connections, Relationships, and Applications

- Identifies the similarities and differences and recognizes the relationship between music and other arts disciplines, as well as other curricular subjects
- Develops a desire for lifelong learning in music

Wellness 4 Life

Value of Lifetime Fitness

- Engages in regular physical activity inside and outside of school to meet national recommendations for daily physical activity
- Creates and monitors a personal plan for physical activity.
- Meets or exceeds criterion-referenced health-related physical fitness standards

Sport Skills and Strategies

- Demonstrates movement skills and patterns in a variety of physical activities
- Demonstrates critical elements of specialized manipulative skills in a variety of settings
- Applies tactical concepts and performance principles in physical activities

Character Development

- Develops and applies rules, safe practices, and procedures in physical activity settings
- Communicates effectively with others to promote respect and conflict resolution in physical activity settings

Wellness Connections

- Understands and applies the mental, physical, and social benefits of physical activity

Worthington School District **Grade Level Six** Guide

General Characteristics of Grade 6 Children

Intellectual

- become more analytical
- can deal with abstract
- are able to see dimensions of problems
- can conceptualize other's thoughts
- are able to apply logic to verbal and hypothetical problems
- are sensitive to their place in time
- are concerned with end product

Physical

- develop at a rate which varies from peers
- grow rapidly preceding the onset of puberty (girls about two years ahead of boys)
- have rapid muscular growth
- are awkward and restless because of uneven growth of different body parts

Emotional

- are preoccupied with self
- begin to have models other than parents
- become more self-conscious
- search for self-definition through friendship
- establish values
- wish to no longer be viewed as a child
- change moods unpredictably

Social

- are sensitive to attitudes of peers with an emphasis on peer group and a sense of belonging
- need to be noticed
- show increased interest in opposite sex
- deliberately exclude others
- select leaders who are often precocious intellectually and physically and are popular with the opposite sex
- begin to challenge parental and school authority
- participate in family activities
- develop a sense of justice and concern for others
- want to develop independence

District and State Assessment Schedule

To view the [District Assessment Calendar](#), log on to the district website <http://www.worthington.k12.oh.us>, select the "Academics" tab, select "Academic Achievement" in the drop down menu, then click on "Assessment" on the left hand rail.

Resources

For additional information regarding our curriculum and programs, please refer to the following resources:

Worthington Schools Website:

<http://www.worthington.k12.oh.us/>

Ohio Department of Education Website:

<http://www.ode.state.oh.us/>

If you have questions, please feel free to discuss them with your child's teacher, the building principal, or contact any of us in the Department of Academic Achievement. You can also use the district website to contact any administrator in the district through email.