

Elementary  
Parent  
Handbook  
**Grade 6**

Oceanside  
School District  
2011-2012

# OCEANSIDE SCHOOL DISTRICT

## 2011-2012

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Parent Handbook  
Grade 6

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Oceanside School District  
Administration Building  
145 Merle Avenue  
Oceanside, New York 11572

Dear Parents,

You, as parents, hold the key to your child's future. As his/her first teacher, the nurturing, love and guidance you provide is the foundation for the educational program we in the schools provide. We work together to help each child develop into a caring, thinking, productive citizen of our world.

The student of today holds the promise of tomorrow. To fulfill this promise each child must acquire skills in the areas of literacy, math, science, technology, social science and the arts. These skills develop incrementally, at appropriate stages in the child's academic life. Our schools work to be on the cutting edge on each of these disciplines. Each year we strive to reach higher and higher goals.

Maintaining open and clear communication between you and the school is one way to ensure that your child meets his/her potential. Providing your child with a vast array of educational opportunities will permit him/her to reach his/her personal best. This booklet is designed to provide you with information about those educational experiences you can expect your child to meet during this school year.

This booklet, along with the district calendar and our newsletters will keep you well informed. Use this information to communicate with your child about his/her school day. Each school year represents an enormous period of growth. There are challenges to be met and successes to be had. Together we can guide your child toward both.

Sincerely,

Herb Brown, Ed.D.  
Superintendent of Schools

**OCEANSIDE ON THE WEB:**  
Making the Home-School Connection!  
[www.oceansideschools.org](http://www.oceansideschools.org)

Dear Parents,

This grade level guide was designed to provide you with a comprehensive overview of all the curriculum areas in which your child will be engaged this year. Also included are activities, parent resources and a scope and sequence, K-6, for each of the curriculum areas. Our district's curriculum has been designed to align with New York State Standards and is spiraled so that each child may continue to expand upon the knowledge base built at the previous grade level. Oceanside is proud of its work in developing a rigorous curriculum that builds a strong foundation and maximizes the potential of all of our students.

There is also a wealth of helpful parent information on our district website. Go to [www.oceansideschools.org](http://www.oceansideschools.org) for up to date information and resources from the district and every school. You can learn about the latest district news, the goals and objectives for the school year, and a message from our Board of Education, Superintendent of Schools, and School Report Card.

Then click on your child's school link to find:

**What's Happening** – You can access a monthly list of special school events.

**Principal's Message** – You will learn of many exciting activities, special events and curricular information about your child(ren)'s school.

**Parent Handbook** – Our parent handbooks are designed to give parents a thorough understanding of their child(ren)'s elementary years. Hard copies are also available at your child(ren)'s school.

**Library Resources** – Included in this link are suggestions for parents to help children with research projects.

**Extracurricular Activities** – Parents can learn about all the clubs that are available to their children.

**PTA** - PTA brings many special activities to our schools Meeting dates and contact people are listed here for your information.

**SEPTA** – SEPTA lists a calendar of events, resources for parents, and other important information about special education.

**Special Activities and Class Projects** – See the learning in action as we showcase current class projects and activities!

Sincerely,

Robert Fenter  
Assistant Superintendent for  
Curriculum, Instruction and Research

## OCEANSIDE PUBLIC SCHOOLS SCHOOL-PARENT COMPACT

The school and parents working co-operatively to provide for the successful education of the children agree:

**The Parent/Guardian agrees:**

to provide a positive and healthy environment at home.

to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

to use or ask for professional assistance that the local education authority or school may offer on child rearing practices and teaching and learning strategies, when needed.

to read with children in the primary grades (K-3) at least 20 minutes a day.

to encourage children in the intermediate grades to read at least 30 minutes a day.

to monitor our child/children's:  
attendance at school,  
homework,  
television watching.

to share the responsibility for improved student achievement.

to communicate with our child/children's teachers about their educational needs.

to ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting your child/children in the educational process.

**The School agrees:**

to hold high expectations for all students.

to convene an annual meeting for Title I parents and to inform them of the program and their right to be involved.

to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

to provide parents with timely information about all programs.

to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

to provide high quality curriculum and instruction.

to deal with communication issues between teachers and parents through:

- parent /teacher conferences at least annually,
- reports to parents on their children's progress, as necessary
- reasonable access to staff.

to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.



## INTRODUCTION TO SIXTH GRADE

The departmental design experienced by your child in fifth grade continues into sixth grade. Students share the experience of working with more than one teacher in the core curriculum areas. Sixth grade, however, represents an important transition year for your child as he/she prepares to leave the small and familiar elementary school environment to move to the larger and unfamiliar middle school.

It is imperative for the lines of communication between home and school to remain open during this unique and important year in your child's life.



## LANGUAGE ARTS

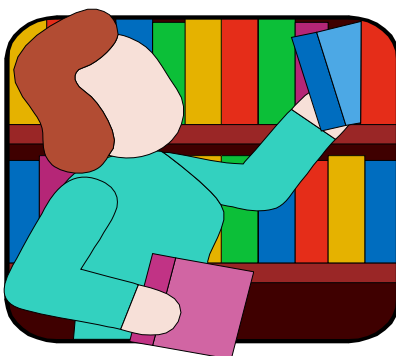
### GRADE 6

The departmental design experiences by your child in fifth grade continues into sixth grade. Students share the experiences of working with more than one teacher in the core curriculum areas.

The framework for the sixth grade reading/language arts program is the research-based McDougal Littell series, *The Language of Literature*. This comprehensive language arts program targets developmental and critical reading and writing through the use of quality literature, both prose and poetry and fiction and non-fiction. In each classroom, teachers have a variety of resources and tools to help students work toward reaching New York State English Language Arts Standards in reading, writing, listening, and speaking. The anthology is a compilation of selections that engage students in authentic literary discussions. It also contains handbooks and activities that help students develop the skills they need to read critically and write effectively, including direct instruction in vocabulary development, grammar, usage and mechanics.

The program provides guided reading through the use of supplemental materials, “The Reading Toolkit,” “The Interactive Reader,” and “Bridges.” Students continue to select independent reading books based on their reading abilities and interests. The components of the program, coupled with the skills and talents of the teachers, create an environment that supports learning and helps children develop a life-long love of reading and writing.

The McDougal Littell *Language of Literature* program is an expansion of the Houghton Mifflin *Legacy of Literacy* program used from grade 5, and will be continued in grades 7 and 8.

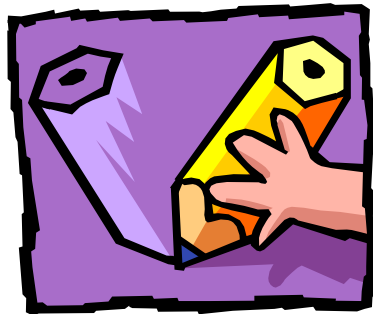


## WRITING K-6

Writing is the expression of thoughts and ideas for a wide variety of purposes across the curriculum including math, science, and social studies. The teaching of writing is a process over time which needs consistent and regular instruction, insuring that writers have time, ownership, and response.

Learning to write well is developmental. Young writers learn from direct teaching, from wide reading with authors as mentors, and from experimenting with a variety of styles. Writing should be produced for authentic purposes and real audiences, and, in order to be effective, should exhibit the conventions of written language (spelling, grammar, punctuation).

Children move through the steps of the writing process at different rates. When the child and teacher are content that the story has the writer's intended meaning, the editing process begins. Writers need to be taught to re-read their work. Children are taught that all writers edit their stories for spelling, grammar and punctuation.



## READING AND WRITING

## GRADE 6

Each unit of study in the *Language of Literature* gives students an opportunity to read a variety of genres centered on a theme or focuses on a particular genre. The reading strategies introduced in earlier grades are reviewed and reinforced with each selection. Students have ample opportunities to respond personally to each selection they read as well as engage in activities that develop their skills in literary analysis, critical reading, vocabulary, and grammar.

Each unit also provides students with an opportunity to write for a variety of purposes and audiences through “Writing Workshop.” During the course of the year, students learn to write responses to literature, a personal experience essay, poetry, a character sketch, an essay of comparison and contrast, and an informative essay. In addition to these experiences, students also write under the conditions that are used in the New York State assessments in English and social studies. Students are given topics and time restraints that mirror the tasks on these assessments. Both experiences are important ones in helping students develop the skill and creativity necessary to become an excellent writer.

Each student maintains a reading/writing folder that contains a running record of the independent books they have read and the writing they have produced. This helps their progress and to set goals for themselves as readers and writers.

### Strategies for Reading

Active readers learn and apply reading strategies to get the most out of what they read. Whether you are reading for information or pleasure, pause from time to time and monitor your understanding of the material. Reread if necessary and reflect on what you have read. As you reflect, use one or more of these techniques.

**Predict:** Try to figure out what might happen next. Then read on to see how accurate your guesses were.

**Visualize:** Picture the people, places, and events being described to help you understand what is happening.

**Connect:** Connect personally with what you are reading. Think of similarities between what is being described and what you have experienced, heard about, or read about.

**Question:** Ask questions about events in the material you are reading. What happened? Why? How do the people involved feel about the event? Searching for reasons can help you feel closer to what you are reading.

**Clarify:** From time to time, review your understanding of what you read. You can do this by summarizing what you have read, identifying the main idea, and making inferences – drawing

conclusions from the information you are given. Reread passages you don't understand or consult a dictionary, glossary, or other source.

**Evaluate:** Form opinions about what you read, both while you are reading and after you have finished. Develop your own ideas about people, places, and events.



LANGUAGE ARTS  
FAMILY SUPPORT  
GRADE 6

Why read aloud to your child? According to Jim Trelease, (The Read Aloud Handbook) “***The reasons are the same reasons you talk to your child; to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire – and to do it all personally, not impersonally with a machine. All those experiences create or strengthen a positive attitude about reading, and attitude is the foundation stone upon which you build appetites. A secondary reason, and of great importance in an age of rising literacy, is the established fact that regular reading aloud strengthens children’s reading, writing, and speaking skills – and thus the entire civilizing process.***”

- Read aloud daily to your child.
- Make a cozy place to read at home.
- Go to the library regularly and visit bookstores. The people who work there can often help you find just right books for your child.
- Check out books on tape from the library. Listen and hear them at bedtime or in the car.
- Talk about the books and materials you read with your child.
- Take books everywhere you go. Keep books in the car and in every room.
- Point out words around you (like signs, logos, commercials and billboards)
- Write notes to your child (in their lunchbox, notes on their bed).
- Read a variety of literature including picture books, folktales, fables and non-fiction.
- Re-read favorite stories and poems.
- Ask your child to guess what will happen next as you read aloud.
- Tape record your child telling a story and send it to a relative or friend and ask them to respond.
- Ask children questions about what you read together to help them connect books with their own lives and experiences.
- Tell stories and ask family members and friends to tell stories.
- Tell “add-on” stories as you hike or on a car trip.
- Encourage your child to read magazines and newspapers.
- Model positive reading habits with your own reading.
- Help your child use the various reading strategies discussed in class.



# SUGGESTED READING LIST

## GRADE 6

***Our school librarians have compiled a general list of books that are suggested as read-alouds and for reading together. Your child's teacher and school librarian may have specific recommendations for your child.***

***Bridge to Terabithia***, by Katherine Paterson

***Charles A. Lindberg: A Human Hero***, by James Cross Giblin

***Eleanor Roosevelt: A Life of Discovery***, by Russell Freedman

***The Endless Steppe***, by Esther Hautzig

***Jacob's Rescue: A Holocaust Story***, by Malka Drucker

***Letters from Rifka***, by Karen Hesse

***Lily's Crossing***, by Patricia Reilly Giff

***Night John***, by Gary Paulson

***Nothing But The Truth***, by Avi

***On My Honor***, by Marion Dane Bauer

***Out of the Dust***, by Karen Hesse

***Roll of Thunder, Hear My Cry***, by Mildred Taylor

***Treasure Island***, by Robert Louis Stevenson

***The Watsons Go To Birmingham – 1963***, by Christopher Curtis

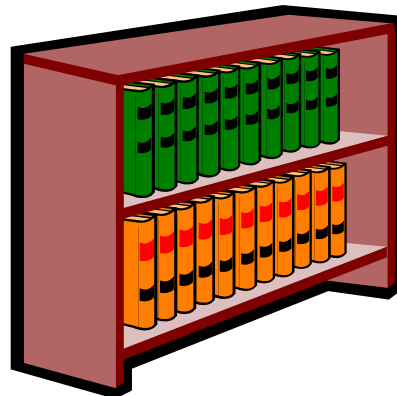
***Where the Red Fern Grows***, by Wilson Rawls

***The Wish Giver***, by Bill Brittain

***Wringer***, by Jerry Spinelli

MAGAZINES:

***Muse***  
***Cricket***



## LANGUAGE ARTS GRADES 3-6

### NEW YORK STATE LEARNING STANDARDS

The Language Arts program addresses the New York State learning standards:

- 1) students will read, write, listen and speak for information and understanding
- 2) students will read, write, listen and speak for literary response and expression
- 3) students will read, write, listen and speak for critical analysis and evaluation
- 4) students will read, write, listen and speak for social interaction.

Students are assessed throughout the year in a variety of ways. These include the ability to listen and respond to a literary passage, complete an independent writing task, read two linked passages and respond to both. In addition, the extended responses are evaluated for writing mechanics. These are scored using specific rubrics. (Examples of Rubrics follow.)

The assessments assist teachers and students in evaluating a student's achievement in several aspects of Language Arts and planning instruction to meet individual needs.

# LANGUAGE ARTS

## Grades 3-6

### Writing Mechanics Rubric

3	2	1	0
<p>The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.</p>	<p>The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.</p>	<p>The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.</p>	<p>The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.</p>

## MATHEMATICS

Oceanside School District is proud to announce the adoption of Scott Foresman-Addison Wesley's en**Vision**MATH™ for our math program in grades K-6. The program offers students and parents an online version of all their print materials anytime, anywhere. By logging on to <http://pearsonsuccessnet.com> and entering the student's username and password, the following digital resources can be accessed:

- The Online Student Edition
- Independent practice and problem solving
- Animated Glossary
- eTools (digital manipulatives)
- Daily Lessons with activities, printables, games, and topic videos
- Online student assignments
- Online assessments, lesson quizzes, review, and enrichment activities complete with instant feedback
- Topic Opener Videos with real-world connections to math
- Visual Learning Animations

**For Additional Program Information...**

*Please visit [www.envisionmath.com](http://www.envisionmath.com)*

*A video overview of EnVision Math -  
<http://vidego.multicastmedia.com/player.php?p=d28i3v01>*



### Login Information:

**Username:** \_\_\_\_\_

**Password:** \_\_\_\_\_



# MATHEMATICS

## GRADES K-6

The Oceanside Mathematics Curriculum is based upon both the National and Statewide Standards. In accordance with these standards, a balance of both process skills and content areas has been incorporated.

The Mathematics Curriculum focuses on the following content and process strands:

### Content

- number sense and operations
- algebra
- geometry
- measurement
- statistics and probability

### Process

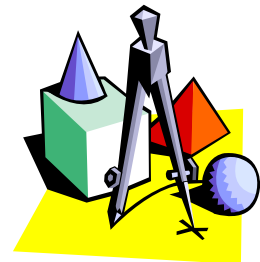
- problem solving
- reasoning and proof
- communication
- connections
- representation

Problem solving is seen as the connecting thread throughout all the strands. Students are encouraged to become active participants in their understanding of mathematical concepts and procedures as they apply them in a problem solving environment.

The Oceanside Mathematics Curriculum is designed to help all students learn to:

- think logically and creatively while exploring mathematical ideas
- apply a variety of strategies to solve problems
- determine what information is necessary in a particular situation
- organize and use information to solve problems
- perform mathematical calculations
- master computational skills as they pertain to conceptual constructions in problem solving explorations
- investigate the world of mathematics through hands-on experiences
- communicate mathematical thinking by using words, pictures, and numbers
- integrate mathematics with the rest of the curriculum, particularly with science and technology

The most effective way for elementary students to construct a foundation in mathematics is through hands-on experiences. Student motivation and curiosity increases when engaged in hands-on activities. Students make discoveries helping them draw conclusions which reflect a myriad of ways to reach a solution; therefore, empowering them to become independent thinkers who are enthusiastic about mathematics.



# MATHEMATICS

## Grade 6

### CURRICULUM OUTLINE

#### **ARITHMETIC**

- understand, represent, and use numbers in integer (positive and negative), fraction, decimal, percent, exponential, and expanded notation forms
- understand and apply ratios, proportions, and percents through a wide variety of
- use parentheses to clarify the order of operations
- recognize, order, add, subtract, multiply, and divide fractions, decimals, and integers
- discover unknowns in algebra
- use various strategies in solving word problems
- use factoring techniques to determine common denominators
- use factor trees to explore prime factorization
- read and write whole numbers to trillions
- define and identify the commutative and associative properties of addition and multiplication
- understand the concept of ratio
- identify the zero property of multiplication
- solve percent problems involving percent, rate, and base
- translate two-step verbal expressions into algebraic expressions
- solve and explain two-step equations involving whole numbers using inverse operations

#### **GEOMETRY AND MEASUREMENT**

- explore relationships involving points, lines, angles, and planes
- compare shapes and use properties of polygons to classify them
- develop methods to solve basic linear equations
- use coordinates to explore geometric ideas
- use maps and scale drawings to represent real objects or places
- discover and apply formulas for area
- measure the volume of prisms in both metric and customary systems
- identify acute, obtuse, and right angles
- continue to explore symmetry by performing reflections, turns, slides
- draw and measure plane geometric figures using rulers, compasses and protractors
- calculate corresponding sides of similar triangles using proportions
- determine the area of regular and irregular polygons
- calculate the volume of rectangular prisms and cubes using a formula
- understand the relationship between the diameter and radius of a circle
- determine area and circumference of a circle
- identify and plot points in all four quadrants
- identify equivalent metric units of capacity
- identify equivalent units of capacity using customary measurement

# MATHEMATICS

## GRADE 6

### CURRICULUM OUTLINE

Continued

#### **PROBABILITY AND STATISTICS**

- continue to use permutations and combinations in probability
- determine probabilities of independent events
- continue to use the multiplication principle through experiences with tree diagrams in probability
- use circle graphs to explore the concept of percent
- compare circle, bar, histogram, line
- continue to analyze the difference between mean, median, and mode and range
- determine the best method to collect data when sampling
- analyze Venn diagrams to interpret data

*The following Process Strands are interwoven throughout the curriculum:*

- **Problem Solving**
- **Reasoning and Proof**
- **Communication**
- **Connections**
- **Representation**



# MATHEMATICS

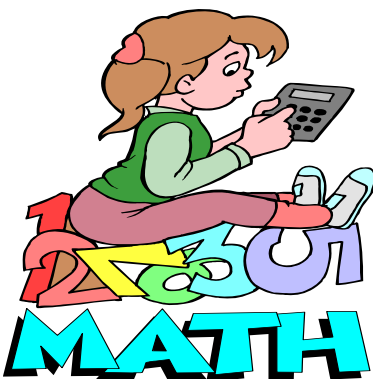
## ESSENTIAL QUESTIONS & BIG IDEAS

### Grades 5 & 6

In order for students to meet the New York State Mathematics Objectives, Essential Questions and Big Ideas are now an integral part of student learning in mathematics. Students must debate and justify their thinking as they use specific examples from their everyday math experiences. They are then asked to reflect upon these essential questions and big ideas.

In grades five and six, the following Essential Questions/Big Ideas have been inserted into the mathematics units:

- Mathematicians develop theories, experiment, create proofs, and draw conclusions. Defend this statement.
- What does communication look like to a mathematician?





## Oceanside Mathematics Program Scope and Sequence Grades K-6

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Arithmetic and Algebra</b>	<ul style="list-style-type: none"> <li>-read and write numerals from 0-10</li> <li>-develop one to one correspondence</li> <li>-develop fraction readiness</li> <li>-explore first, middle, last</li> </ul>	<ul style="list-style-type: none"> <li>-practice single digit addition and subtraction facts</li> <li>apply strategies such as doubles, doubles-plus one</li> <li>-understand one to one and many-to-one correspondence</li> <li>-use concrete materials to explore fractions</li> <li>-explore number combinations</li> <li>-explore commutative property of addition</li> </ul>	<ul style="list-style-type: none"> <li>-practice single digit addition and subtraction</li> <li>-add and subtract to three digit numbers with no regrouping</li> <li>-order whole numbers and common fractions</li> <li>-learn place value to the hundreds</li> <li>-practice commutative property of addition</li> </ul>	<ul style="list-style-type: none"> <li>-learn place value concepts to ten thousands and tenths</li> <li>-multiply two and three digit numbers by a one digit number</li> <li>-practice multiplication and division facts</li> <li>-use fractions and decimals</li> <li>-apply addition and subtraction facts</li> <li>explore equivalent fractions</li> <li>-apply commutative, associative, and distributive properties</li> </ul>	<ul style="list-style-type: none"> <li>-learn place value to millions and hundredths</li> <li>-order whole numbers, fractions, and decimals</li> <li>-divide two &amp; three digit dividends</li> <li>-know addition, subtraction, division &amp; multiplication facts</li> <li>-add and subtract fractions with like denominators</li> <li>-understand commutative, associative, distributive properties</li> </ul>
<b>Geometry &amp; Measurement</b>	<ul style="list-style-type: none"> <li>-recognize and create 2 and 3 dimensional shapes</li> <li>-order objects from least to greatest</li> <li>-explore the calendar</li> <li>-use measurement with money, time, capacity, length, width, and height</li> <li>-experiment with flips, turns, and slides</li> </ul>	<ul style="list-style-type: none"> <li>-recognize and create 2 and 3 dimensional shapes</li> <li>-categorize objects according to attributes</li> <li>-explore symmetry</li> <li>-measure length in inches</li> <li>-investigate width, height, time and money measurements</li> <li>-experiment with flips, turns, and slides</li> </ul>	<ul style="list-style-type: none"> <li>-compare two and three dimensional shapes</li> <li>-explore symmetry</li> <li>-learn attributes of area, length, capacity, volume, weight and temperature in metrics</li> <li>-explore time and make change for money up to one dollar</li> <li>-predict outcomes with flips, turns, and slides</li> </ul>	<ul style="list-style-type: none"> <li>-explore volume, area and perimeter</li> <li>-analyze lines of symmetry</li> <li>-use metric units for area, mass, perimeter and volume</li> <li>-conduct experiments with area, length, weight, volume, time, and temperature</li> <li>-predict outcomes with flips, turns, and slides</li> </ul>	<ul style="list-style-type: none"> <li>-explore lines of symmetry</li> <li>-understand polygon, chord, diameter, vertex, angle, parallel</li> <li>-explore concepts of similarity and congruence</li> <li>-use metrics/customary for area, mass, perimeter</li> <li>-plot ordered pairs</li> <li>-classify and draw angles</li> </ul>
<b>Probability &amp; Statistics</b>	<ul style="list-style-type: none"> <li>-use estimation skills</li> <li>-predict experimental probabilities</li> <li>-collect, organize, sort, and graph data</li> </ul>	<ul style="list-style-type: none"> <li>-estimate size, amounts</li> <li>-determine outcomes of experiments</li> <li>-collect, organize, and graph data</li> <li>-practice tallying</li> <li>-compare heights</li> </ul>	<ul style="list-style-type: none"> <li>-compare actual to estimates</li> <li>-predict probabilities, fairness of a game</li> <li>-determine probabilities of events</li> <li>-record information with tallies, blocks, and pictographs</li> </ul>	<ul style="list-style-type: none"> <li>-use tree diagrams to show possible outcomes</li> <li>-predict experimental probabilities</li> <li>-compare frequencies</li> <li>-predict, collect, record, organize, display information</li> </ul>	<ul style="list-style-type: none"> <li>-apply arrangements and tree diagrams in probability</li> <li>-conduct experiments involving equally likely and unequally likely events</li> <li>-make frequency tables from tallies</li> <li>-explore mean, median, mode and range</li> </ul>

# Oceanside Mathematics Program Scope and Sequence Grades K-6

## Page 2

### Grade 5

### Grade 6

<b>Grade 5</b>	<b>Grade 6</b>
<b>Arithmetic &amp; Algebra</b>	<ul style="list-style-type: none"> <li>-learn place value to one billion and thousandths</li> <li>-find “friendly” percents of a number such as 1%, 10%, and 50%</li> <li>-use exponential notation, apply ratios, proportions, and %</li> <li>-add, subtract, and multiply decimals and fractions</li> <li>-convert mixed numbers to improper fractions and vice versa</li> <li>-use the long division algorithm to solve division problems</li> <li>-translate verbal expressions into algebraic expressions</li> </ul>
<b>Geometry &amp; Measurement</b>	<ul style="list-style-type: none"> <li>-learn place value to trillions and ten-thousandths</li> <li>-understand the concept of rate</li> <li>-evaluate expressions using exponents</li> <li>-order positive and negative numbers</li> <li>-solve percents of a given quantity</li> <li>-add, subtract, multiply and divide fractions</li> <li>-solve and explain two step equations</li> <li>-translate two step verbal expressions into algebraic expressions</li> </ul>
<b>Probability &amp; Statistics</b>	<ul style="list-style-type: none"> <li>-explore relationships with points, lines, angles and planes</li> <li>-use the coordinate plane for negative and positive numbers</li> <li>-create 2 and 3 dimensional transformations with symmetry, reflections, turns and slides</li> <li>-use ratio to find missing sides and angles of similar triangles</li> <li>-use ratio to find missing sides and angles of similar triangles</li> <li>-use metrics/customary for area, mass perimeter</li> <li>-relate metrics to customary system</li> </ul>
<b>Probability &amp; Statistics</b>	<ul style="list-style-type: none"> <li>-identify parts and central angles of a circle</li> <li>-determine volume</li> <li>-find area of irregular polygons</li> <li>-find area of irregular polygons and triangles</li> <li>-use ratio to find missing sides and angles of similar triangles</li> <li>-create 2 and 3 dimensional transformation with symmetry, reflections, turns and slides</li> <li>-apply metrics to customary system</li> </ul>
<b>Probability &amp; Statistics</b>	<ul style="list-style-type: none"> <li>-predict outcomes of experiments with independent events</li> <li>-explore the multiplication principle &amp; tree diagrams</li> <li>-conduct extensive record keeping projects involving data collection</li> <li>-use circle, bar, pictograph, and line graphs to represent numerical relationships</li> <li>-apply mean, median, mode &amp; range in data analysis</li> </ul>
<b>Probability &amp; Statistics</b>	<ul style="list-style-type: none"> <li>-apply arrangements and tree diagrams in probability</li> <li>-conduct experiments involving equally likely and unequally likely events</li> <li>-conduct extensive record keeping projects involving data collection</li> <li>-use circle, bar, pictograph, and line graphs to represent numerical relationships</li> <li>-make frequency tables from tallies</li> <li>-apply mean, median, mode and range to real life problems</li> </ul>

# SCIENCE CURRICULUM

## GRADES K-6

The science curriculum is organized under three topic headings: Life, Physical and Earth Science. The curriculum is designed to:

Develop students' understanding of key science concepts and science process skills.

Improve students' abilities to think creatively and critically

Encourage problem solving through experiences in the natural environment

Foster the development of positive attitudes about science

Bridge science concepts to current social and environmental events

Integrate science with the rest of the curriculum, particularly with math and technology.

The hands-on approach to science that is at the core of this curriculum is recognized as the most effective way to help elementary students construct a solid foundation of scientific knowledge. Hands-on activities are motivating and they stimulate curiosity. Through these learning experiences students will investigate, experiment, gather data, organize results, and draw conclusions based on their own actions. Activities often start with exploration, followed by a discussion of discoveries in which vocabulary is developed and ideas are clarified for students, followed by additional experiences with materials to reinforce concepts. Vocabulary is always introduced in context after students have had firsthand experience.

Each unit has distinct process skills that are emphasized as an integral part of the learning experience. It is recognized that these skills are the tools that students use to solve problems. There is an equal balance between development of science process skills and content.



# SCIENCE

## GRADE 6

**An Essential Question links the three units:  
How do a biotic and biotic interactions create a unique earth?**

### **LIFE SCIENCE: Ecosystems**

Students are introduced to environmental biology. They explore the interactions that link living and nonliving things in an environment; construct model ecosystems to learn more about the relationships that exist on earth; engage in outdoor field studies; examine a real environmental problem and present possible solutions.

- Dynamic interactions exist between living and nonliving things in an ecosystem
- Energy and matter flow through an ecosystem.
- Human decisions and actions have had a profound impact on the physical and living environment.
- Science process skills emphasis on making qualitative and quantitative observations, forming hypotheses, comparing and contrasting, creating models, and collecting, recording, comparing and analyzing data.

### **PHYSICAL SCIENCE: Weather**

Students focus on the Earth's atmosphere, weather, and water. They utilize weather instruments to measure temperature, atmospheric pressure, humidity, wind direction and wind speed. They investigate the reason for the seasons and explore concepts in chemistry and physics such as changes of state and heat transfer to support their understandings of the big ideas involving air masses, convection cells, and wind.

- Interactions among the components of air, water and land create earth's weather
- Water in its solid, liquid and gas state creates weather and makes earth habitable
- Science process skills focus on measuring, recording, analyzing and synthesizing information from data, and making predictions.

### **EARTH SCIENCE: Astronomy**

Students investigate the solar system and beyond, and discover how scientists learn about space. They discover the predictable and regular motion of bodies within the solar system and make connections to phenomena such as measurements of time, moon phases, and the seasons. Students utilize various resources, including the Internet, to conduct an in-depth study of one planet and compare and contrast factors necessary for survival on earth with life elsewhere in the solar system. They use models such as diagrams, 3-D replicas, charts and simulations to represent the movement, size, features and distances of celestial bodies and the tools of astronomers.

- Science process skills focus on creating models, observing, comparing and contrasting, and making inferences.

Each unit has distinct process skills that are emphasized as an integral part of the learning experience. It is recognized that these skills are the tools that students use to solve problems. There is a balance between the development of science process skills and content.

The science curriculum was developed based on the content, concepts, and skills in the *New York State Mathematics Science and Technology Learning Standards*.



# Process Skills

## Across Elementary Grades : K-6

The science process skills are emphasized as an integral part of the learning experiences. The skills are taught using a scaffolding approach. It is recognized that these skills are the tools that students use to solve problems. There is an equal balance between development of science process skills and content.

Kindergarten	First Grade	Second Grade	Third-Sixth Grades
<ul style="list-style-type: none"> <li>• <b>Observe</b></li> <li>• Question</li> <li>• Classify</li> <li>• Communicate</li> <li>• Hypothesize</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b></li> <li>• Question</li> <li>• Classify</li> <li>• Communicate</li> <li>• Hypothesize</li> <li>• Compare</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b></li> <li>• Question</li> <li>• Classify</li> <li>• Communicate</li> <li>• Hypothesize</li> <li>• Compare</li> <li>• Variables</li> <li>• Make &amp; Use Models</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b></li> <li>• Compare</li> <li>• Classify</li> <li>• Use Numbers</li> <li>• Measure</li> <li>• Communicate</li> <li>• Collect, record, display or interpret data</li> <li>• Predict</li> <li>• Infer</li> <li>• Hypothesize</li> <li>• Make and use models</li> <li>• Use variables</li> </ul>



## SOCIAL STUDIES GRADES K – 6

**Essential Questions** are open-ended questions which are challenging, interesting and worthy of the students' efforts to answer them. They promote the use of a variety of information sources to provide answers to the questions. They provide students with their assessment for the course and unit of study on Day 1 of study, not the last day. In sum, they help students focus on the Big Picture, and encourage the marshaling of documentary evidence to support their judgments about significant issues facing society.

### **Kindergarten: Self and Others**

Are people more alike or different?

Can people who are different learn to live together as friends?

### **Grade1: My Family and Other Families, Now and Long Ago**

Are families today more alike or different from each other?

Are families today more alike or different from families in the past?

### **Grade 2: My Community and Other United States Communities**

Are communities more alike or different from each other?

Does a diverse community make for a stronger community?

### **Grade 3: Communities Around the World – Learning About People and Places**

Are cultures more similar or different from each other?

Can we combat stereotypes that exist about people?

How do other regions' geographies and climates and their effects compare to ours?

### **Grade 4: Connecting Local, New York and United States History and Government**

Have the histories of New York State and Long Island been ones of progress for all?

To what extent have the geography and climate affected the state and region: economically, politically, socially and technologically?

How do other regions' geographies and climates and their effects compare to ours?

### **Grade 5: The United States, Canada and Latin America**

Has the history of the Western Hemisphere been one of progress for all?

Will the peoples of the Western Hemisphere be able to live in justice and peace?

### **Grade 6: The Eastern Hemisphere**

Has the history of the Eastern Hemisphere been one of progress for all?

Will the peoples of the Eastern Hemisphere be able to live in justice and peace?

## GRADE 6 THE EASTERN HEMISPHERE

**“Peace is not merely the absence of war, but the presence of active justice.”**

Rev. Alan Boesak, South Africa

### **ESSENTIAL QUESTIONS:**

Has the history of the Eastern Hemisphere been one of progress for all?

Will the peoples of the Eastern Hemisphere be able to live in justice and peace?

### **UNITS OF STUDY:**

#### **The Eastern Hemisphere Today:**

What are the important geographic, political, economic, technological and social issues affecting the Eastern Hemisphere today?

How well are these issues being addressed?

#### **Geographic Features and Climate**

**Political Systems:** Political Rights and Liberties

**Economic Systems:** Standards of Living, Technology

**Social Diversity:** Belief Systems

#### **Challenges of the Past:**

What challenges did different cultures in the hemisphere face?

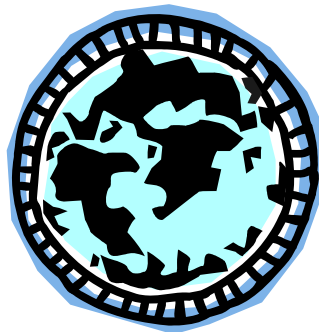
Did the way they dealt with challenges result in progress for all?

#### **The Neolithic Revolution and Ancient River Valley Civilizations: Egypt and Mesopotamia (India and China)**

Challenge: Survival; feeding their people

#### **Classical Civilizations and Empires: Greece, Rome, Islam, China**

Challenge: creating culture when peace exists



## Concepts:

**History:** Change, Culture, Diversity, Empathy, Identity, Imperialism, Interdependence, Movement of People and Goods, Nationalism

**Geography:** Environment and Society, Human Systems, Physical systems, Places and Regions

**Economics:** Belief Systems, Economic Systems, Factors of Production, Needs and Wants, Scarcity, Technology

**Civics:** Citizenship, Civic Values, Decision-Making, Government, Human Rights, Justice, Nation State, Political Systems, Power

## SKILLS:

### Getting Information:\*

- Identify a variety of sources of information
- Identify types of information needed
- Locate information in sources
- Recognize advantages and limitations of courses
- Locate sources of print and non-print information
- Organize collected information

**\*Sources of information include:** reference works, newspapers, magazines, speeches, letters, diaries, tables, charts, graphs, diagrams, maps, globes, atlases, political cartoons, editorials, opinion pieces, poems, artifacts, timelines, photographs, videos, paintings, drawings, oral histories, songs, dances, plays, stories, folk tales, legends, audiotapes, interviews.



### Using Information:

- Classify/categorize data
- Evaluate data (fact vs. opinion, identify viewpoint)
- Draw inferences from data
- Generalize from data
- Assess possible consequences of options
- Revise generalizations based on new data

### Presenting Information:

- Speak effectively
- Write in an expository way
- Use media and visuals

### **Participating in Interpersonal and Group Relations:**

- Participate in group planning and discussion
- Define basic issues (terms, values)
- Recognize problems
- Assume responsibility for carrying out tasks

### **Problem-Finding and Solving**

**Find problems:** raise questions, recognize a problem exists, analyze and evaluate the problem

**Solve problems:** state the problem, develop a plan, obtain information from a variety of sources, evaluate the sources of information, organize and use the data, redefine the problem or identify new problems (if necessary), develop a conclusion and share it.



New York State's Social Studies assessments at the elementary, middle and secondary levels appropriately require students to read, analyze, and write essays using a variety of documents; accordingly, Oceanside's social studies curriculum's emphasis is on document-based activities.

# Spanish

## GRADE 6

¡Hola! (Hello!) Bienvenidos a nuestro programa de español! (Welcome to our Spanish program!)

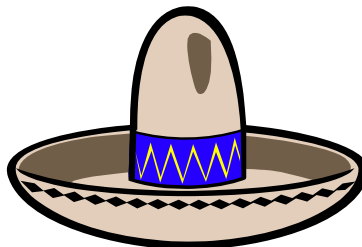
The goal of the grade 6 program is to continue to reinforce the “four skills” of reading, writing, listening, and speaking by building on the knowledge students have acquired in FLES, grades K-5. Utilizing the text book *Buen Viaje I*, students will cover the material in chapters 1-4. In addition to learning new Spanish vocabulary, students will gain a greater knowledge of basic Spanish grammar, including agreement nouns and adjectives, and the conjugation of –ar, -er, and –ir verbs.

Students will receive homework in Spanish on a regular basis, and there will be graded assessments. As in grades 4 and 5, students will receive both an effort grade and an academic grade on their report card for Spanish. As with all other school subjects, students are expected to come to class prepared with appropriate materials. Tests and quizzes will be given for each of the chapters studies. Study sheets are provided for each of the chapters.

In January, students will enjoy a 4 week exploratory program in French and Italian. In February, students and parents will receive a letter asking them to make their language choice for the 7<sup>th</sup> and 8<sup>th</sup> grades. Students who continue in Spanish will take the New York State Proficiency Exam at the end of grade 7. Students who choose French or Italian will take the Proficiency at the end of grade 8.

Given the students’ experience in Spanish throughout elementary school, most students who continue their study of Spanish in the middle school will be on track to take the Regents Exam in Spanish in high school at the end of grade 9. Students who decide to begin Italian or French in grade 7 will take the Regents exam at the end of grade 10.

Classes will meet every other day for thirty minutes.



## NEW YORK STATE TESTING PROGRAM

The New York State Board of Regents has set higher learning standards for all students. To reach these standards, elementary and middle school tests will challenge students to demonstrate their ability to read, write, listen, and use mathematics.

When you teach your child to double a recipe, interpret a map, explain a newspaper article, or predict the outcome of a story, you are preparing your child for some of the skills necessary for these tests. The New York State Testing Program will require students to demonstrate the knowledge and skills they need to solve such real-life problems. Knowledge and skills can be greatly improved through daily activities and conversions in the home.

For example, when you watch a television commercial with your child, you could ask the child to separate facts from opinions. In this way you help your child analyze the meaning of what he or she has heard, read, or viewed. Every time you ask your child to explain information – whether from a graph, cartoon, or news report – you help your child develop skills needed for the New York State Tests.

All New York Grades 3 to 9 students will take an English Language Arts and Mathematics assessment in the spring. The Science assessments will be given to Grades 4 and 8 students in the spring. Grade 8 students will take a Social Studies assessment in the fall.

### **English Language Arts**

The Grade 3 through English Language Arts tests contain separate reading comprehension sections with multiple choice questions, including a variety of both literary and informational passages. The Grade 4 test includes a larger percentage of literary selections, while the Grade 8 test contains more informational passages.

The English Language Arts tests will require students to demonstrate their ability to read a range of material, listen attentively, and respond in writing to a variety of passages. These skills are fundamental to the development of clear thinking and problem-solving abilities. The tests also provide evidence of student progress toward the levels of language ability required for success in high school and beyond.

On the Grade 3-8 ELA assessments, students must:

- Read and understand information and literary passages;
- Write clear, complete responses to a passage they have heard or read;
- Interpret or draw conclusions from a passage or graphic;
- Analyze and explain relationships between two or more passages;
- Use correct English, including grammar, usage, spelling, and punctuation.

### **Mathematics**

The Mathematics tests make use of a variety of question formats. The multiple choice questions measure basic skills concept, and procedures. The short response and extended response questions require students to do such things as solve problems; make comparisons; interpretations and predictions; discuss concepts; and demonstrate problem-solving strategies.

Questions that ask students to show their solutions, or to explain the mathematics they used, give indications of students' understanding of mathematical procedures and problem-solving strategies.

On both the Grade 4 and Grade 8 Mathematics tests, students must

Know and apply facts and definitions;

Select and apply appropriate procedures;

Identify what question a problem is asking;

Use reasoning in new settings;

Select, use, and modify procedures;

Read and interpret graphs and tables;

Recognize, interpret, and apply the signs, symbols, and terms used to represent concepts.

## Science

The Elementary Level Science Test (ELST) is a pupil assessment and K-4 evaluation in science. Questions in Part 1 are content and skill-based and consist of a multiple choice component of 45 questions. This portion of the test requires students to demonstrate their knowledge and understanding of the core material in Standard 4: physical science (17 questions), life science (17 questions), and to use the skills of inquiry as they pose questions, and develop solutions to problems (8 questions).

The laboratory performance examination in Part 2 is a hands-on component to assess students' science inquiry skills. They are asked to observe, question, formulate hypotheses, measure, record, analyze and interpret data, make predictions, classify, identify variables, make conclusions, and form generalizations. Each student completes three of the five stations: two of the stations require students to work individually on topics that include Measuring Liquids, Magnetic and Electrical Testing, Observing and Describing an Unknown Object, and Classifying. The third station is completed as a collaborative effort between two students.

Students in grade 8 also take a State assessment in Science which reflects the curriculum in grades 5-8. The assessment contains a performance section (much like that of the 4<sup>th</sup> grade counterpart) as well as an objective section in which students are asked to complete constructed responses and short essays as well as multiple choice questions.

## OCEANSIDE SCHOOL DISTRICT TESTING PROGRAM

Our standardized testing program reflects the new learning standards and is a prototype for the New York State testing program. Paralleling the state test, the language arts assessments combine listening skills, reading comprehension, vocabulary, and skills using both multiple choice items and extended responses.

For example, at primary grade levels, students are asked to listen to poems and stories and circle correct items using both pictures and words. They also read stories and write responses. At the upper primary and intermediate grade levels, students are asked to compare and contrast stories, draw conclusions after reading both fiction and non fiction stories and interpret factual information.

Items in our standardized tests reflect good instructional practices and the goals of our language arts curriculum. They also model the types of questions on the state tests in grades 4, 8, and the 11<sup>th</sup> grade Regents examination.

The mathematics assessments use a combination of real world topics, charts, graphs, estimation and computations based on the learning standards.

In the primary grades, students are asked to interpret graphs and solve problems, write their hypotheses and share their work. When they reach the Middle School, all students are expected to be working with probability and statistics and using algebra to solve word problems.

In addition, we recognize that it is not only the 4<sup>th</sup> and 8<sup>th</sup> grade programs that must be monitored in the analysis of results, but the total K-4 and 5-8 programs. We also provide benchmarks to determine which of our students need support at every grade level, not just at the grades required in the State Report Card.

## **ASSESSMENT SCHEDULE BY GRADE**

<b>Grade</b>	<b>Mathematics/Language Arts</b>	<b>Other</b>
1	Early Literacy Profile Oceanside 1 <sup>st</sup> Grade Math Assessment	
2	Standardized Tests ELA/Math	
3	NYS Assessments in ELA/Math	Test of Cognitive Skills
4	NYS Assessments in ELA/Math	NYS Assessment in Science
5	NYS Assessments in ELA/Math	
6	NYS Assessments in ELA/Math	

## STUDY SKILLS

### GRADES 3-6

All students, grades 3-6, will be learning several study skills from a program called “Study Skills across the Curriculum.” These strategies will be taught through all different areas of study, but will be introduced through specific study skills lessons. The skills included will be: listening, time management, note taking, text format, SQ3R (a reading strategy for expository reading), and test taking. This program will build as your child moves through the grades and, once introduced, students will be expected to use these strategies throughout curriculum areas. All students will be working with listening and time management, as teachers have seen these two areas to be of primary concern, and will then learn an additional strategy as they advance through the grades.

To help in the area of time management, each student will be given an Agenda Book. This will be a required element in every classroom. The children will be expected to write each night’s assignment, long term projects, and other “Things to Remember” in the book on a daily basis. Parents are encouraged to check this book and use the “Parent/Teacher Comments” section for any communication. In this way, you will always be aware of the type of work being done in the classroom, and there will be an open line of communication between parents and teachers.



## **STUDY SKILLS**

### **GRADE 6**

**As a sixth grader, your child will continue with the next strategy in the study skills program. Although several strategies should now be familiar, specific strategy lessons in new areas of listening and time management will be done to reinforce and continue growth. Sixth graders will also be reviewing the “SQ3R” strategy from fifth grade, and will be expected to use it in reading expository material. They will then be introduced to specific lessons in the area of test taking.**

**Beginning with a familiar activity, sixth graders will have a listening comprehension lesson in the ELA (English/Language Arts) Assessment format. This element requires that a child listen to a piece of curriculum related text and take notes on it for use in answering questions. This activity continues to reinforce both listening and note taking strategies.**

**Your child will continue to use many different note-taking techniques such as: underlining, highlighting, listing, graphic organizing, and T-noting. A T-note is simply a “T” drawn on a piece of paper. Factual information is listed, outlined, or written as text in the right hand column, while the left is left blank as a “Learner Space.” The “Learner Space” is an area in which a student can interact with the text by writing questions, comments, wonderings, etc.**

**Another piece of the listening section is that teachers will be limiting the amount of repetition used in the classroom, requiring children to listen carefully to directions the first or second time. They may ask students to repeat directions or answer questions, rather than saying things over and over again.**

**The second piece is in the area of time management. Along with the continued use of the Agenda Book, sixth graders will be working on the areas of goal setting and prioritizing. As assignments get more complex, and begin coming from several teachers, the prioritizing of assignments becomes an essential skill.**

**The third element gives students the opportunity to work in different areas of test taking. They will work specifically with preparing for tests, cramming, and writing essays. Specific “Hot Tips” will be learned to effectively prepare for a test, students will learn what to do if they have to cram, and they will learn the steps to an effective essay.**

**As your child moves on to the Middle School, these skills will be reintroduced and additional skills, which may have been missed on the way up, will be added. This will continue throughout the Middle and into the High School. In this way, your child will be continually reinforcing all areas of the study skills program.**

## HOMEWORK

Parents can be an enormous help in creating a learning environment at home. Make sure that your child has a fairly quiet study area in which to complete homework assignments. This area should be free of distractions: television, telephone, radio, etc. For many students, a set homework time is also beneficial. It is best to make sure that this area is also well stocked with supplies and resources before homework time begins. Help your child to gather the needed supplies: pencils, paper dictionary, ruler, etc., before sitting down. This will help to eliminate the need to wander from assignments.

Each child is required to use his/her Agenda Book every day. Class time is given to write in assignments and they are checked on a daily basis. Please check to see that all assignments are completed, and then sign the assignment book each night. Do not sign the book if all of the assignments are not complete.

Homework assignments are meant to be a preview, reinforcement, or extension of classwork. Look over the homework, but do not do the homework for your child. Students should be able to complete these assignments with little or no parental involvement, however, parents may help in obtaining materials or offering practical suggestions towards the completion of a quality assignment. Parents are also encouraged to help their child plan for long-term projects. Set up a schedule for studying, projects, and other long-term assignments. Well planned work, regularly scheduled, is a more effective way to complete these types of assignments and will eliminate the night before cramming sessions.

Please sign and return all tests which are sent home, and review teacher comments on work that has been returned. In this way, parents will be aware of their child's progress in school prior to a quarterly report card. Contact the teacher if there is a homework problem or concern immediately. If you find that your child's homework is consistently taking longer than the Board of Education guidelines:

3 <sup>rd</sup> Grade	30-40 minutes
4 <sup>th</sup> Grade	40-50 minutes
5 <sup>th</sup> Grade	50-60 minutes
6 <sup>th</sup> Grade	A total of 1 hour

Notify the teacher, or teachers, so that the situation can be discussed and rectified.

Together, parents and teachers can make sure that homework isn't a nightly nightmare, rather a positive and helpful learning experience.



# Social Emotional Literacy

## What is Social and Emotional Literacy (SEL)?

SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

A group of teachers and administrators made the decision to utilize the SEL program offered by Marc Brackett, Yale professor and advocate of a **RULER** model for teaching students these important skills in a way that is accessible for all. The tools that Dr. Brackett has developed are easy to use and have been shown to be effective as assisting students to understand and deal with their emotions in a manner that actually increases student achievement.

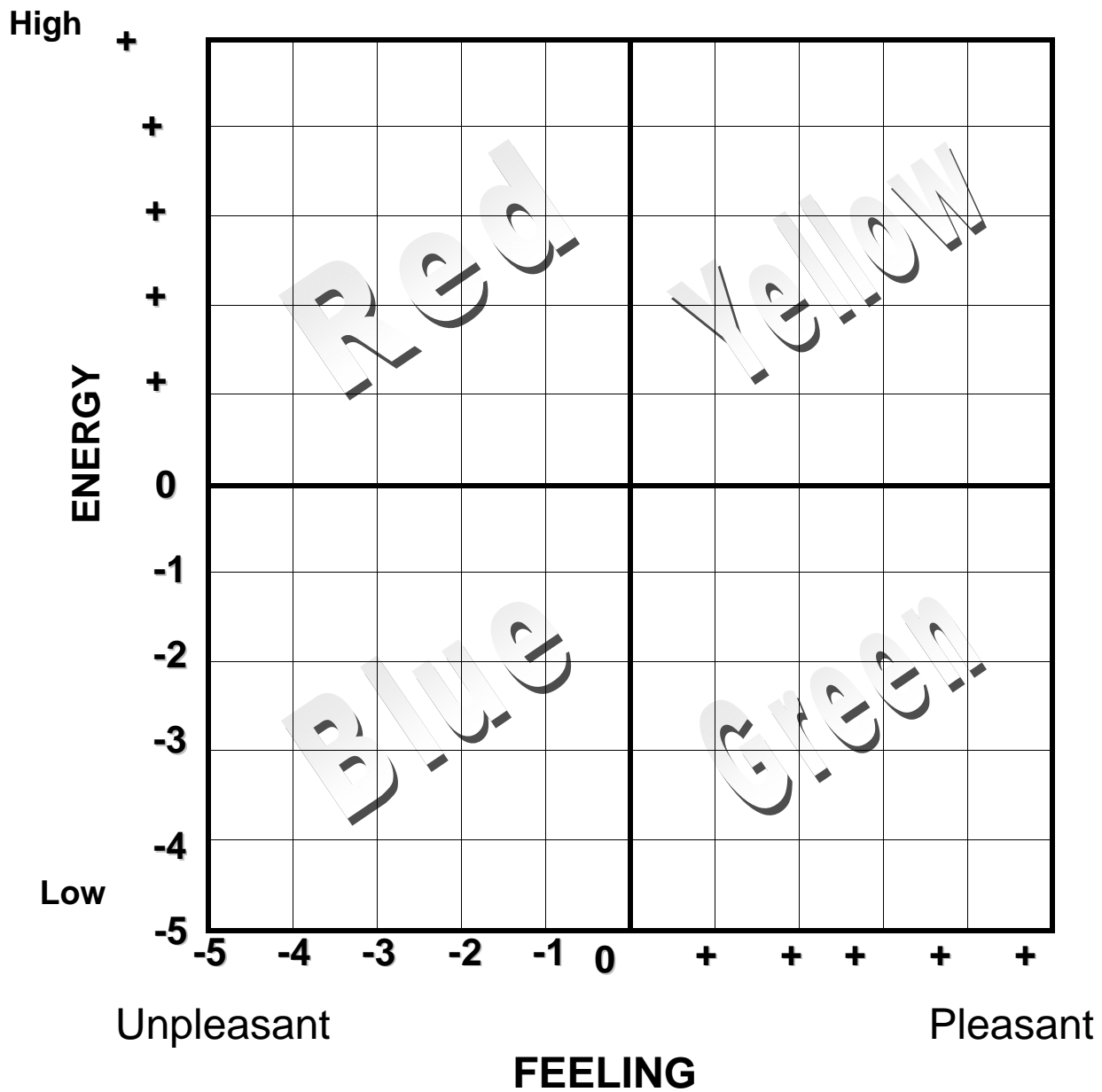
We look forward to the positive impact of this program on our staff, students, and parents.

# Emotional Literacy

Emotional Literacy (EL) is the:

- Recognition
- Understanding
- Labeling
- Expression
- Regulation of emotions

# My Mood Meter



# My Emotional Blueprint

<b>Describe</b>	What was the situation, circumstance, or problem?	
<b>EL Skill</b>	_____	_____
<b>Recognize &amp; Label</b>	How did I feel?	How did ___ feel?
<b>Understand</b>	What caused my feelings?	What caused ___'s feelings?
<b>Express &amp; Regulate</b>	How did I express and regulate my feelings?	How did ___ express and regulate his/her feelings?
<b>Reflect &amp; Act</b>	What could I have done to handle the situation better? What can I do now?	

## **TECHNOLOGY OUTCOMES & ASSESSMENT**

### FOR STUDENTS COMPLETING GRADES 4-6

1. The student will annually demonstrate basic keyboarding skills, e.g., to complete the Touch Typing for Beginners program to improve regular use of home keys on the keyboard.
2. The students will understand the functions of and demonstrate the ability to use a calculator, e.g., to understand the use of the memory key by using the following functions to solve a multi-step and non-routine problem;

constant function  
percent function  
4 basic operation keys

3. The student will demonstrate the ability to compose, revise, and edit on a word processor, e.g., moving text, underlining, boldfacing and using Thesaurus tabs.
4. The student will demonstrate the ability to put information into a data base, e.g., Microsoft Works, Graphic Assistant, or through a teacher-made data base.
5. The student will demonstrate the ability to access and interpret information from a data base, e.g., using PC Globe/PC USA. Children will make generalizations such as, "What Is The Safest Place To Live In The U.S.A."
6. The student will recognize the importance of the spreadsheet, e.g., using Calcu-Table or Microsoft Works children will solve problems using a spreadsheet.
7. The student will demonstrate the ability to use computers to access information from other technological sources. This may include:
  - a. computerized encyclopedia
  - b. modems
  - c. educational software

e.g., to prepare a report which uses the three items listed above.



# TECHNOLOGY

## GRADE 6

- Students will demonstrate continued competence in keyboarding skills.
- Students will use the American Memory and other historical sites to access primary source documents.
- Students will use probes in science to collect data on pH factors. Data will be organized, analyzed and used to make comparisons.
- Students will use surveys, graphs (bar and circle) and spreadsheets to make comparisons.
- Students will use the Internet and other online sources to collect data online in social studies, and to support their opinions in non-fiction writing.
- Students will use appropriate sites to facilitate research in all subject areas and e-mail to access information for the Jason Project.
- Students will use online resources to study the history of the Eastern Hemisphere (museum and other sites listed in the curriculum guide.)
- Students will access online sources for information/data related to the Jason Project. Students will compare their data and data from other schools.

There are 4 PCs in each classroom; in addition, a 15 station lab in the building.

There is Internet access on all PCs.

Microsoft Word is the word processing program for students.

A variety of technology resources are used to enhance curricula.

Use of online sources is available through the district website.



ELEMENTARY ART  
INTERMEDIATE GRADES 4-6  
SCOPE & SEQUENCE

Elementary students are given instruction by a certified art teacher twice per six-day cycle. From grades 1-6, students are exposed to, and work with many different materials in many styles. Lessons are designed to have students create art, understand the elements of art, and some of the ways famous artists have worked. Students learn to appreciate and value art.

***“Art is the signature of a civilization.”***

The art program at the Intermediate Level, Grades 4,5,6 continues to build upon previous learning and experience. Reinforcement of basic understandings, concepts, and experiences continues as students are encouraged to employ techniques and processes in at problem solving and for personal expression.

Based on a range of individual and collective experience, students will explore and develop skills with various electronic media as a means of expressing visual ideas.

The third piece is in the area of time management. Along with the use of the Agenda Book, students will be looking at the area of procrastination. How do they use their time? Talk on the phone? Get up a hundred times for a drink of water? Watch television? They will discuss ways that they procrastinate and the benefit of getting right to work.

As your child moves on to fourth grade, these skills will be reinforced and an additional skill will be added. This will continue throughout the grades and into the Middle and High Schools. In this way, your child will be continually reinforcing and growing in the area of study skills.



# ART

## GRADE 6

### CONCEPTS:

- to use an editing process in art from idea/image through drafts to final presentation
- to work toward realistic representation, with effort geared to; attention to detail, light/shade, perspective and unity of composition.

### SKILLS:

- to work toward technique mastery
- to work independently for the successful completion of artwork using problem solving and critical thinking skills

### MEDIA

crayon/oil pastel/chalk  
pencil, charcoal

paint

marker

construction paper  
tissue paper, crepe paper

clay/paper craft, model magic  
wood construction

### ACTIVITY

portraits, tessellation, blending techniques,  
tone studies, circular designs

color wheel, mono-chromatic color scheme,  
analogous color scheme

op art, posters, banners, name designs, calligraphy

collages, paper sculpture, mobiles, puppets

pottery, masks, collage, figures, animals



**Music**  
**GRADES 1-6**  
**SCOPE AND SEQUENCE**



Elementary students are given instruction by a certified music teacher twice per six-day cycle. In grades 1-6, students are exposed to a variety of experiences designed to foster the development of musical concepts. Students engage in singing, listening, and playing activities that encourage music reading, appreciation, and creativity. In addition, students are given the opportunity to perform with a large group if they elect to sing in the chorus (starting in the fourth grade) or play an instrument in the band (starting in the fourth grade) or orchestra (starting in the third grade).

By the completion of Elementary School, the following student objectives will be accomplished. Students will:

1. Create short pieces consisting of sounds from a variety of traditional, electronic, and non-traditional sound sources.
2. Construct instruments out of material not commonly used for musical Instruments.
3. Use current technology to manipulate sound.
4. Identify the various settings in which students hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used.
5. Demonstrate appropriate behaviors, including attentive listening, in a variety of musical settings in and out of school.
6. Discuss ways that music is used by various members of the community.
7. Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'.
8. Describe the music's context in terms related to its social and psychological functions and settings.
9. Describe the students' understanding of particular pieces of music and how they relate to their surroundings.

10. Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic culture that represent the people of the world.
11. Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections.
12. Identify the primary cultural, geographical and historical settings for the music the students listen to and perform.



## ELEMENTARY MUSIC

### GRADE 6

#### MELODY

1. Vocal exploration in singing, including diaphragmatic breathing, head voice, dynamics, diction and phrasing
2. Introduce F#, Bb and Low C on the recorder
3. Singing activities in pentatonic, diatonic, major and minor
4. Introduction to the keyboard
5. Composing simple melodies
6. Major/minor triad in root position
7. Visual recognition of numerical intervals
8. Reading and writing of known songs
9. Melodic dictation from 12 to 16 beats

#### HARMONY

1. Two-part singing exercises with hand signals
2. Two, three and four-part rounds
3. Partner songs
4. Sing major triad
5. Sing and read two-part songs



## **RHYTHM**

1. Introduce and experience: 6/8 time
2. Read and write triplet
3. Recognize and experience: eighth-quarter-eighth
4. Recognize and experience: dotted quarter – eighth
5. Exposure to compound meter through body percussion
6. Compose simple rhythmic pieces

## **FORM**

1. Students will use their prior knowledge to create original pieces using different forms

## **LISTENING**

1. Listening exercises will be paralleling melody and rhythm
2. Children will recognize the different tone qualities:
  - Soprano
  - Alto
  - Tenor
  - Bass
3. Introduce and experience western and non-western singing styles.

## **MOVEMENT**

1. Movement will be incorporated into all of the above to facilitate learning



## PHYSICAL EDUCATION GRADES 1-6

The Elementary Physical Education program provides for developmental progression within the curriculum outline areas of: gross motor skills, perceptual motor skills, rhythm and dance, low organization games, gymnastics, physical fitness lifetime activities. This progression allows for the incorporation of team games and sports during the fourth-fifth-sixth grade intermediate years. In this manner we address the NYS Learning Standards regarding Personal Health and Fitness, a Safe and Healthy Environment, and Resource Management.

Physical education contributed to the broad goals of education through the development of personal living skills developed by fostering: physical fitness, cooperation, risk taking, initiative, leadership, trust, respect and safety.



### SAFETY

Safe appropriate attire is to be worn for physical education class. Sneakers must be laced or Velcro strapped and must provide foot support. No heel, platform or slip-on footwear is permitted for physical education class. Any jewelry item deemed unsafe by the teacher for the activity will not be permitted.



# PHYSICAL EDUCATION

## GRADE 6

The development and refinement of basic and creative movement/perceptual skills continues throughout the elementary Physical Education program. Physical conditioning continues to be emphasized through games and sports lead-ups. The introduction to games and team and individual sports progresses.

### AREAS OF EMPHASIS INCLUDE:

1. Students will understand the benefits of regular physical activity and enhancing personal fitness.
2. The student will perform the Presidential Challenge Fitness Test using the age appropriate guidelines.
3. The student continues to develop loco-motor, non-locomotor and manipulative skills and the ability to incorporate them into games and sports. Basic competence is displayed in skills leading up to formalized Basketball, Flag Football, Soccer, Softball, Tennis, Lacrosse, Fitness Activities and Volleyball.
4. The student will appreciate and understand the aesthetic and creative qualities of movement.
5. The student will understand, appreciate and apply rules, regulations and strategies. The learner will be capable of officiating activities, games or sports.
6. The learner will continue safety awareness to include monitoring of pulse rate, obtaining a target heart rate and be able to perform appropriate warm-up and cool down exercises to avoid injury.



# HEALTH EDUCATION

## GRADE 1-6

Health Education at the elementary level includes pupil participation in planned activities for developing attitudes, knowledge, and behavior to contribute to their own sense of self-worth, respect for their bodies, and ability to make constructive decisions regarding their social, emotional and physical health.

In first and second grade, the district guidance counselor for the elementary schools visits each classroom for a series of twelve lessons. These lessons are designed to foster self-esteem, encourage children to appreciate diversity, help them accept responsibility, make good decisions and understand consequences. Personal safety issues including abuse and abduction prevention are taught in kindergarten, first, second and third grade.

In third grade, the district guidance counselor for the elementary schools visits each classroom for a series of lessons concerning personal safety. A letter to parents/guardians accompanies each topic suggesting follow-up discussions to reinforce concepts discussed in school.

In grades 4-6, health instruction will include student activities designed to help them become increasingly self-reliant involving their own health and wellness.

All students will receive instruction concerning HIV/AIDS. In grades 4-6, such instruction shall be designed to provide accurate information to students concerning the nature of the disease, methods of transmission, and methods of prevention. Abstinence from risky sexual behaviors will be stressed. All instruction will be age and grade appropriate.

Instruction about alcohol, tobacco and other drugs will be provided to all students. Activities will be designed to allow students to make good, healthy decisions and to understand the concept of risk and risk reduction as it relates to drug use and abuse.

In addition, Oceanside recognizes the importance of providing elementary students with planned lessons in Family Life. Specific lessons begin in grade 4 and are continued through grade 6.

The curriculum objectives include:

- To understand and appreciate the role of the family in our society.
- To understand and appreciate the changes during puberty.
- There are some diseases that are infectious diseases.
- There are methods of prevention for infectious diseases.
- There are skills that lead to a healthy lifestyle.
- There are community resources for information, help and counseling.
- To understand and appreciate the process of decision-making.