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2019-2020

PARENT CURRICULUM GUIDE

SIXTH GRADE



Hillel Community Day School partners with families to promote critical thinking, academic excellence and a love of learning for each child. In service to the entire Jewish community, we inspire a meaningful connection to Jewish customs, values and Israel.



ELA — Mr. David Prevosti

In 6th grade ELA, students will continue to build upon their skills that have been introduced and developed in the lower grades. Each day, students will read a variety of genres of literature, including novels, short stories, poetry, and non-fiction. The selections will include a variety of subject matters and themes. Students will enhance their critical reading and writing skills, using literary elements such as character development and expressive language. Throughout the year, there will be focus on correct spelling, use of grade-level vocabulary, correct grammar, and accuracy. Students will also read independently, and they will be asked to respond to these personal book selections in both written and creative assignments.

Sixth Grade ELA Students Will:

- Make personal connections to literature, and express their ideas by speaking and writing clearly and with grade-level vocabulary.
- Develop organizational skills and habits
- Have opportunities to engage with and read various types of literature, nonfiction, and informational texts.
- Develop strategies to read closely and comprehend increasingly complex text.
- Use evidence to substantiate claims and build arguments.

Classroom Activities May Include, But Are Not Limited To:

- Sharing responses to literature in a discussion.
- Reading and writing in a variety of modes.
- Practicing, listening and speaking effectively.
- Using the writing process to publish quality final products.

What Can Parents Do?

- Provide time and an environment conducive to reading, writing, and studying and monitor organization and homework completion daily.
- Help your child proofread by pointing out places where an error exists, and encourage your child to reread the passage and make the corrections.
- Encourage regular reading habits of a variety of materials, including newspapers or news websites, magazines, printed instructions, brochures, and package labels.
- Introduce new words to your child through conversation on a variety of topics, and encourage your child to speak clearly and coherently to you and others.
- Continue to read aloud to your child regularly.
- Ask your children about poetry

Judaic Studies — Mr. Noam Nachshon and Mrs. Yael Nachshon

Sixth Grade Judaic Studies includes Chumash/Torah, Nevi'im, Ancient Jewish History, Talmud as a Hyperlinked Text and Better Together

Sixth Grade Students Will:

- Engage in meaningful prayer and Jewish ritual.
- Study and analyze ancient and modern biblical commentaries.
- Explore the Talmud and its nature as a hyper-linked text.
- Learn how to craft a Dvar Torah (Essay exposition on a Torah (Essay exposition on a Torah text), or a Torah Sermon.
- Study Ancient Jewish History until the 1600's
- Join in our dynamic program with The Jewish Home to create an intergenerational relationship with the residents.
- Partner with our friends in Modi'in.

Classroom Activities May Include, But Are Not Limited To:

- Group learning through discussions, debates, classwork, and text readings
- Projects, media presentations, and field trips
- Research and hands on experience with the various Jewish communities in Rochester.

What Can Parents Do?

- Make sure that your child has recorded their expected homework and plans to complete it in a timely manner.
- Check Sycamore for updates and more information.
- Discuss what your child is learning with them. Ask questions, engage them in conversation, and encourage your child to teach you!
- Be aware that your child's Judaic Studies classes will be covering Jewish viewpoints that may be new to them. help your child be open to hearing new ideas and supporting your child as he or she works to make sense of different ways of thinking, approaching text, and engaging with Judaism.

Math - Mrs. Clara Fonda

Classroom Activities May Include, But Are Not Limited To:

- Authentic assessments
- Collaborative group learning
- Math projects
- On-line math tutorials and practice

What Can Parents Do?

- Regularly practice real number computation at home.
- Review homework assignments and reinforce their understanding.
- Provide a quiet, distraction free homework environment.
- Encourage students to perform mental computations.
- Identify life experiences where they may apply their math skills.
- Encourage students to prepare for tests and quizzes.



S.T.E.A.M with Ms. Tara Wiseman

6th Grade learners are naturally engaged in the STEAM Lab. The hands-on, minds-on activities are selected to foster creativity and critical thinking. The curriculum encourages learners to begin with an appropriate level of challenge and advance as far as they are able. The emphasis on choice and autonomy allows learners to further personalize learning by tailoring projects to their own interests and experience.

Sixth Grade Students Will:

- Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- Contribute to project teams to produce original works or solve problems.
- Apply existing knowledge to generate new ideas, products, or processes.
- Use models and simulation to explore complex systems and issues.
- Use information provided in manuals or by experienced people to see and understand how things work.
- Describe and illustrate a concept or process using a model, simulation or concept-map.

Group Challenges May Include, But Are Not Limited To the Following Tools:

- | | | |
|--------------------------------|----------------------------------------|---------------------------|
| • Animation-ish | • Geographic Information Systems (GIS) | • PowerPoint |
| • Bridge Designer | • Hour of Code | • Punch Home Design Suite |
| • Comic Life | • IQ Key | • Scratch |
| • CrazyTalk | • K'Nex | • Solar Oven |
| • Fischertechnik | • LEGO Mindstorms EV3 | • Sphero |
| • Frames-Stop Motion Animation | • Robotics | • Tinkercad |
| • Pixie | • MaKey MaKey | • Vernier Science |
| | • Photoshot Elements | |

What Can Parents Do?

- Make decisions about responsible digital practices together. Talk with your child about how to judge the accuracy and bias of online news and ways to behave safely and responsibly in the immense digital world. (Common Sense Media: www.p21.org/tips/online)
- Set an example for collaboration and compassion. Be a strong role model and mentor to your children. Make working with others and having an open mindset a priority. (Making Caring Common Project: www.p21.org/tips/rolemodel)
- Think Globally and Act Locally: Work with your child to consider what you can do as a family or individually to make an impact in your community or on national and global issues through internships or volunteer positions. Take part in service-learning opportunities that provide meaningful civic and community service. (TeachUNICEF: www.p21.org/tips/global)
- Set expectations. Set and communicate clear, specific and appropriate expectations around your child's use of online media and mobile devices. (Connect Safely: www.p21.org/tips/expectations)
- Create consistent digital policies. Pay attention to the technological and online resources available at your child's school and reinforce the policies created around mobile devices and social networks at home. (Common Sense Media: www.p21.org/tips/online2)

Garden & Sustainability

The garden and sustainability program will provide students with a broad knowledge base that will empower them to take a leading role in caring for Hillel's outdoor learning garden. In addition to the practical aspects of gardening, students will gain a deeper appreciation for where their food comes from, the importance of local and global environmental stewardship, and the relationship between agriculture, ecology, and Jewish ethics.

Sixth grade students will learn:

- Practical gardening aspects and plant care
- The importance and process of composting and soil health
- How soil affects plant growth and crop yield
- How to select plants for planting based on season
- Plant and crop life cycles
- The concept of seed saving
- How growing food for local consumption can benefit the community
- The relationship between the natural environment and plant/crop health
- The necessity of a long-term mindset for growing food
- Alternative growth systems

Classroom Activities May Include, But Are Not Limited To:

- Journaling to reflect on weekly activities
- Classroom based projects related to gardening, life science, and food systems
- Outdoor garden activities like watering, weeding, planting, and harvesting
- School wide food waste collection for composting. Encourage your child to think about where the food they eat comes from.
- Examine and observe the living things around them.
- Visit farms, gardens, and the Lamberton Conservatory
- Start a home garden

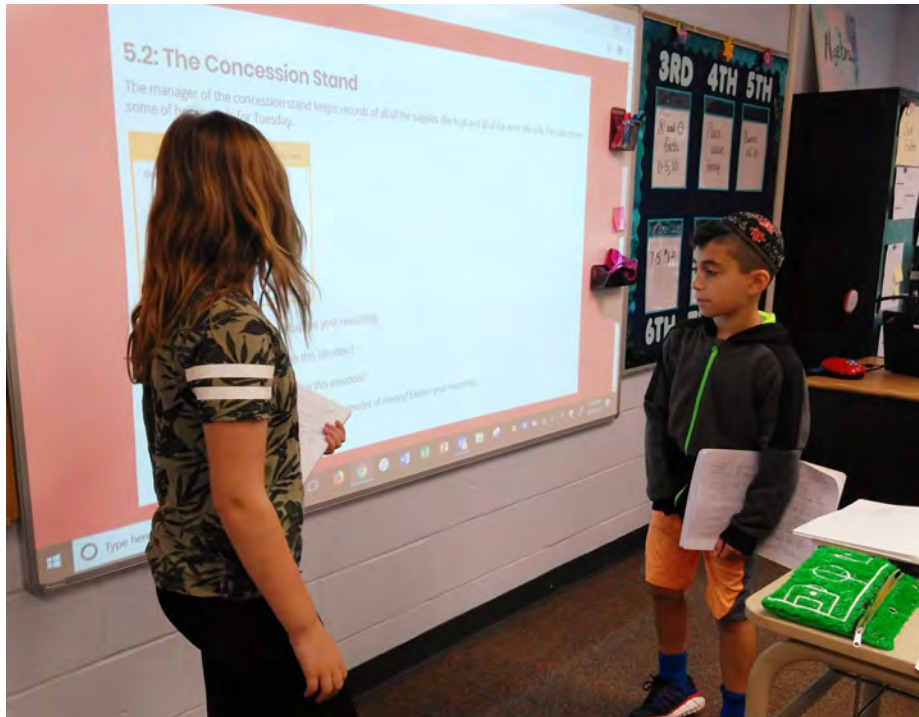


Math — Mrs. Clara Fonda

Sixth grade students continue on their acceleration in mathematics. About half of the school year is focused on sixth grade curriculum, while the other half is focused on seventh grade curriculum. Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) Deepening understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Sixth Grade Math Students Will Learn:

- Divide fractions and extend the idea of number to the system of rational numbers, which includes negative numbers
- Write, interpret and use expressions and equations
- Develop an understanding of statistical thinking
- Complete problems involving area, surface area, and volume
- Understand and apply ratios and proportional relationships(7th grade topic)
- Complete operations with rational numbers(7th grade topic)
- Work with expressions and linear equations(7th grade topic)
- Work with percents and proportional relationships(7th grade topic)



Conversational Ivrit (Hebrew) with Mr. Noam Nachshon

Not only is Hebrew the language of our Jewish Heritage, but it is a living, breathing language. With that in mind, we will be studying Hebrew as our 'Foreign Language' at H.C.D.S. Our studies will be based on the New York State Learning Standards for Languages Other THAN English (NYS LOTE) and on guidelines from the American Council on the Teaching of Foreign Languages (ACTFL).

Sixth Grade Math Students Will Know, Learn, Understand, Be Able To:

Reading

- Read and understand complex Hebrew texts with fluency and accuracy

Writing

- Compose short essays using complete sentences, learned vocabulary, and correct grammar

Listening

- Understand a longer story
- Understand plot structure
- Identify a problem in the text
- Analyze a piece from differing points of view

Speaking

- Use complex sentence structure using past and present tense
- Use positive and negative interrogative sentences, commands and conditional sentences.

Grammar

- Complex word forms
- Advanced verb conjugation and special cases
- Pronoun agreement for gender, number

Classroom Activities May Include, But Are Not Limited To:

- Periodic vocabulary quizzes
- Individual and group written work
- Reading time and reading logs
- Short scripted and unscripted dialogues and monologues
- Listening to and/or reading passages for comprehension
- Various educational, vocabulary based games
- Ulpan-Or - iHebrew videos, dialogues, audio articles, and games



Physical Education — Mr. Ken Soble

The sixth grade P.E. curriculum places an emphasis on total fitness and how each area of individual students' spring fitness evaluations relates to a particular unit or sport (i.e., agility in soccer; flexibility in softball fielding). Continued development of sport-related skills and more advanced teamwork concepts are taught and expected of students in "middle school".

Sixth Grade Students Will Learn:

- More about of the positive effect of stretching and various fitness activities.
- Exhibit advanced, sports specific skills; expectation is one of improvement in each unit as well as continued progress in the area or sport of student's self-identified area of interest (based mostly on post-experience).

Classroom Activities May Include, But Are Not Limited To:

- Jogging, musical exercise, sit ups and pulling bar (all fitness oriented).
- More specific contests and drills related to current sports units. Example: with soft ball, contests that allow for the pitting up of base runners versus fielders (a type of race). In volleyball, hand positioning and types of hits get specific attention for the first time.
- Floor hockey, soccer, basketball, baseball, golf, tennis, volleyball and lacrosse (all adjusted to age appropriateness)
- Activities to understand the relationship between physical activity and well being
- Team-building exercises
- General, non-sports related games and activities
- Daily drill, clinic, or contest on a sports-related skill or team concept.

What Can Parents Do?

- Encourage more activity at home
- Make opportunities available for your child's participation in outside activities – martial arts, gymnastics and team sports, as well as walking and running.
- Model the behaviors expected for your child.
- Stay in touch with teacher for physical/social progress updates.



Earth Science — Mrs. Susan Fregoe

Sixth grade students will expand their knowledge and gain a more comprehensive understanding of the natural world. The sixth grade science curriculum stresses the importance of steward-ship of the environment and the promotion of sound ecological ideals. Students in sixth grade science will use scientific knowledge and skills to make wise choices about their personal well-being, as well as social and environmental issues.

Sixth Grade Students Will:

- Be provided with a knowledge of Earth Science as it relates to their range of experiences with the natural world.
- Go deeper with studying Earth Science so as to prepare them for the later high school.
- Be engaged in the process of learning, discovery, and the basic laws of science.
- Study technology and its effects on society as a whole.
- Learn how to use computers for note taking

Classroom Activities May Include, But Are Not Limited To:

- Laboratory experiments
- Field trips
- Observation of the natural world and its place in the universe.
- Using technology to research and to share research with others
- Science Fair

What Can Parents Do?

- Assist your child in reviewing their planner to ensure that all assignments are handed in on time.
- Help your child with time management.
- Assist your child in getting proper rest and nutrition.



Art — Miss Abbey Brothers

This year in art we will continue to develop our appreciation for individuality and our ability to share personal feelings and ideas in a visual way. Sixth grade artists continue to expand their knowledge of art history, as well as their appreciation of diversity in fellow students' ideas and work.

Sixth Grade Artists Will Learn To:

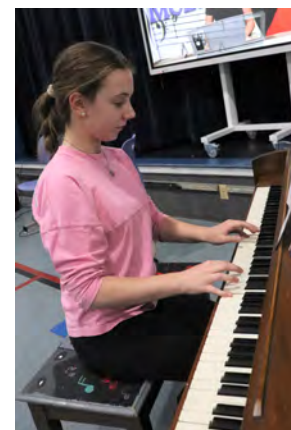
- Practice idea and drawing development through regular sketching practices
- Demonstrate use of skills, tools and processes with quality craftsmanship when planning and creating
- Present & Produce: students refine and prepare work for presentation
- Responding: analyze, interpret, and evaluate works of art; demonstrate knowledge of art vocabulary
- Connect: relates artistic work with societal, cultural and historical context to deepen understanding
- Learn art criticism for both personal and peer work

Classroom Activities May Include, But Are Not Limited To:

- Drawing - Colored Pencil, cray-pas, crayons
- Painting - Watercolor/Acrylic
- Sculpture
- Printmaking
- Mixed Media
- Fibers and Craft Media
- Media and Technology

What Can Parents Do?

- Model the enjoyment of art
- Take your child(ren) to galleries, plays, concerts.
- Encourage respect and appreciation for all artists and their unique “voices”.
- Continue to encourage creative thinking in all aspects of their lives.



Music — Mr. Jack McMahon

The sixth grade HCDS music curriculum will include learning and understanding music that teaches Hebrew vocabulary, Jewish holidays, Torah stories and Jewish values. More attention will be given to liturgical texts as well as exposure to music from different heritages, ex. Yiddish and Ladino. At this level students will also start to learn the historical relevance of music, such as Holocaust music. Secular and American holiday music will also be included. Continued work on rhythm, pitch and choral singing skills will be incorporated into the curriculum.

Sixth Grade Music Students Will Learn:

- Reinforce and learn Hebrew vocabulary through song.
- Sing songs which stress Jewish values.
- Learn the sources of songs based on the liturgical and Torah texts.
- Be exposed to different melodies for the same prayers.
- Sing Jewish and American holiday songs.
- Sing traditional Jewish music as well as songs by contemporary song writers.

Classroom Activities May Include, But Are Not Limited To:

- Beginning each class with vocal warm ups.
- Identifying notes on keyboard
- Learning note and rest values
- Reading notes on staff.

What Can Parents Do?

- Ask what your did in music class.
- Take your child to musical events in the community.
- Provide opportunities for your child to listen to a varied musical repertoire.

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

What does it mean to think socially and historically?

Core themes and practices

Students should think about...	Students should take action by...
Chronology: <ul style="list-style-type: none"> When do time periods begin and end? How do we classify periods of time? What comes before, what comes after, and why does that matter? 	Interrogating Evidence: <p>Examine multiple sources of history...</p> <ul style="list-style-type: none"> Who made this? Who was it made for? What message is being sent by this? How do you feel about this message? Is this credible? What can we learn from this source?
Change: <p>Think about how things change from one state to another...</p> <ul style="list-style-type: none"> What are the multiple causes and effects of change? Is the change positive, negative, or somewhat in-between? 	Building Conceptual Frameworks: <p>Use big concepts to better understand the world...</p> <ul style="list-style-type: none"> How does new knowledge fit with everything else I know and have experienced? How can we categorize and sort new knowledge to make sense of it?
Context & Empathy: <p>Think about how beliefs and values of people in the past relate to their perspectives and actions...</p> <ul style="list-style-type: none"> How do peoples' cultures and beliefs shape their actions? What influences peoples actions in the past? 	Engaging with Accounts: <p>Investigate different "stories" of history...</p> <ul style="list-style-type: none"> Who created this "story" and why? What evidence can be used to prove this? How are multiple accounts similar and how are they different?

"Facts are like fish swimming about in a vast and sometimes inaccessible ocean; and what the historian catches will depend, partly on chance, but mainly on what part of the ocean he chooses to fish in and what tackle he chooses to use – these two factors being, of course, determined by the kind of fish he wants to catch." - E.H. Carr

What Can Parents Do?

- Provide adequate time and an environment conducive to reading, writing, and studying.
- Monitor homework daily by checking the planner for assignments and papers for completion.
- Introduce your child to maps, graphs, and charts from newspapers, magazines, websites, and other daily life sources. Discuss them with your child, and check for understanding.
- Discuss current events, share personal memories and family stories.