



MANHEIM TOWNSHIP SCHOOL DISTRICT

GRADE SIX  
CURRICULUM SUMMARY

LANDIS RUN INTERMEDIATE SCHOOL

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Our Mission: Nurture and Challenge for Success.

# INTRODUCTION TO SIXTH GRADE CURRICULUM

This curriculum guide provides an overview for students and parents of the courses designed for all sixth grade students within the Manheim Township School District. In carrying out the mission of our school district, sixth grade becomes an important transition year from elementary school into middle level education, where students expand their knowledge and skills through a team approach.

Every sixth grader becomes a member of a section on a team. Students are introduced to the related area subjects of Personal Fitness & Wellness, Quest, art and music.

This booklet will help to explain what sixth graders will be learning during the year. While the curriculum standards and content areas are the same for all sixth graders, each team and each teacher deliver that curriculum through a variety of instructional strategies and creative approaches in order to educate our students, who learn in a variety of ways.

## Core Subjects

### LANGUAGE ARTS

The sixth grade language arts curriculum focuses on the integration of reading and writing skill development in a double-block period. Using a variety of engaging fiction and non-fiction selections as springboards to learning, essential reading and writing skills and strategies are introduced, practiced, and applied within whole-class and small-group settings. Specific focus is given to comprehension, vocabulary development, the writing process and writing genres, grammar, and spelling. Additionally, students are challenged to develop higher-level thinking processes such as analyzing, inferring, and synthesizing information.

Language Arts instruction is supported by Harcourt StoryTown, Write Source, and reading novels and other high-interest texts, all of which are used to help expand students' awareness of and interest in the many different kinds of genres they encounter in their world. For those students identified as non-proficient in reading based on multiple measures of fifth grade data, more targeted interventions will occur within the classroom environment in order to maximize learning.

### MATHEMATICS

The main objectives of sixth grade mathematics are for students to develop their mathematical reasoning and problem solving abilities, to become proficient in the use of mathematical tools

and computation, to explore and discover mathematical ideas in cooperation with others, and to make connections between mathematics and the real world. The content includes solving problems using all four operations with whole numbers, decimals, and fractions; integers; ratios and rates; expressions, equations, and inequalities; problems involving area, surface area, and volume; and statistics.

Our district sixth grade curriculum is based upon the Pennsylvania Core Standards. All students utilize the Glencoe math program. Activities and investigations are carefully selected to allow students to explore and develop a conceptual understanding of the mathematical content. This is followed by guided and independent practice of applying this understanding in many different contexts. All students have access in school and at home to IXL, an online program that allows students to practice the math concepts that they are learning in class.

Flexible grouping will be used to determine class makeup with students being tested at the beginning of each marking period. The goal is to place students in a math environment that will allow them to reach their fullest potential as they master the sixth grade mathematics content.

## SCIENCE

Sixth graders will be both challenged and engaged through hands-on investigations in science that foster students' understanding of both the nature of scientific inquiry and meaningful science content.

The major units of study are:

- Scientific Inquiry and Engineering: Students will learn how to design, conduct and reflect on experiments using the processes of science and engineering. This unit will require students to use science tools to collect accurate data in order to complete engineering challenges, preparing students for investigations into the physical sciences in future units.
- Motion and Forces: Students will have firsthand experiences with the concepts of force and motion in order to predict and explain interactions between matter and energy. Students will engage in investigations using simple machines in order to understand the applications of real world tools and machines.
- Energy and Matter: This unit focuses on observations and experimentations promoting a better understanding of different types of energy, particularly thermal energy. Students will investigate how energy is transferred, transformed, and conserved.

- Waves, Electricity and Magnetism: Students will investigate the characteristics of different types of waves (electromagnetic, Sound and Light) and how they are able to transfer energy.

## SOCIAL STUDIES

The Western Hemisphere is the focus of the Landis Run Intermediate School Social Studies curriculum for sixth grade. The course will focus specifically on The United States, Canada, and Latin America. Content ranging from early history to present day life will be explored. Students will be introduced to American government with an emphasis on its formation, foundational philosophy, operation, and the political process. Students will study and demonstrate their growth in the knowledge of the people, culture, history, geography, and economy as well as current events. Students will continue to develop their reading, writing, geography, map, and critical thinking skills. Students will also develop an understanding of the similarities and differences among the various regions in the western hemisphere historically and in modern times.

A variety of resources and tools will be used to assist and enrich students in their study including the significant leveraging of technology. Research is a critical component of the study of the Western Hemisphere. Students will utilize both print and electronic sources to explore relevant topics in depth. Projects and new learning will be shared with peers in various formats with an emphasis on meeting the diverse needs, interests, and learning styles of all students.

## **Related Area Subjects**

### ART

Through reading, writing, discussion and studio experiences in the sixth grade art room, students experience the creative process and use higher order thinking skills. Classes increase a student's broad base of art knowledge to include:

1. Aesthetics: an understanding and appreciation of the arts;
2. Art appreciation, criticism, and history: familiarity with various artists and art periods, an expanded art vocabulary, and the art of different cultures through correlation with other sixth grade curriculum subjects;
3. Studio experiences

Students gain a measure of themselves that comes through the hard work of concentration and dedication it takes to make a work of art. They learn to solve problems, make decisions, develop informed perceptions, build skills in cooperation, and use their imaginations. They learn to weigh meaning and evaluate what is seen. Students appreciate and begin to understand differences in culture and cultural values.

## MUSIC

Sixth-grade music begins with a study of the “Star Spangled Banner.” Then, students focus on major Units of Melody and Rhythm, finishing with a brief review of the other basic music elements. Music class includes a large number of hands on activities to develop and reinforce music literacy skills. Melodic dictation, listening and analysis, improvising with rhythmic and melodic instruments, conducting, and playing bucket drums are included in this class. Students are encouraged to perform in class, both vocally and instrumentally. Throughout the course, sixth graders are exposed to a broad array of musical styles.

Three performing groups offer sixth graders an opportunity to develop their musical talents: the sixth grade Band, the sixth grade Chorus, and the sixth grade Orchestra. These groups rehearse twice a week during REM periods. Students who play Band and/or String instruments receive small group instruction once a week during sectionals on a rotating schedule. Two public concerts are scheduled during the school year for each performing ensemble, and occasionally, there are additional opportunities to perform in our community.

## PERSONAL FITNESS AND WELLNESS

The physical education curriculum for the 5<sup>th</sup> and 6<sup>th</sup> grades seeks to accomplish the following objectives: to improve each student’s proficiency and the level of skill progression in many of the physical activities previously learned (i.e. throwing/catching, striking/kicking, locomotor movements, and physical fitness and conditioning skills); to expose the students to a wider variety of physical activities that revolve around team sports and games (i.e. football, volleyball, lacrosse, handball, baseball, and racquet sports that can include pickleball and badminton); to develop teamwork and leadership skills through a variety of organized games, team challenges and sport game play; to develop an understanding of basic fitness/wellness concepts and principles; and to demonstrate an appreciation of personal fitness and wellness through a lifestyle of regular physical activity and other healthy choices. The 5<sup>th</sup> and 6<sup>th</sup> health curriculum is designed to teach students about the different areas of Health (Physical Activity, Social and Emotional, Mental, Environmental, Nutrition, Drugs, Alcohol, Tobacco, Growth and Development, Injury Prevention and Safety, Consumer and Community, and Disease). The goal is for students to understand how this knowledge will help them make informed decisions about their own health, and how to establish lifelong healthy habits.

## LIBRARY

With information literacy as a hub, students will use problem solving/inquiry process and essential skills. Students will complete projects connecting to grade level content. As digital citizens, students will explore issues related to: safety and security and ethics and community (digital reputation, responsibility as a digital citizen and resource evaluation) to demonstrate the interconnected literacy of the digital, media and social worlds. Students will participate in regularly scheduled book exchanges.

## STEM

The STEM course has been designed to give students hands-on experiences through the interdisciplinary study of science, technology, engineering, and math. Students will think critically and creatively through engineering challenges, technology innovation, coding, and robotics. The focus of the STEM program is maintaining a growth mindset and putting effort above everything else. Students will be given the chance to demonstrate this mindset as they work through challenges using open-ended exploration and the STEM design process. They will communicate and work collaboratively to come up with solutions to problems that do not necessarily have one correct answer, setting themselves up with skills that will benefit them far beyond the classroom walls.