This booklet is designed to help students and their parents/guardians understand the Roy W. Brown Middle School sixth grade curriculum by identifying the courses offered and by describing course content.

The middle school provides students with a supportive environment during the early years of adolescence. Programs in Language Arts, Mathematics, Science, and Social Studies are designed to reinforce mastery of basic skills, stimulate problem solving and critical thinking skills, and enhance self-concept. Listed in the course descriptions are general education classes, however, also available are courses dictated by students’ IEPs.

As a Lighthouse for Renaissance Learning, the Roy W. Brown Middle School will provide students the opportunity to select books, pursue independent reading ventures, and complete Accelerated Reading assessments.

The grade six program is structured in an interdisciplinary team organization which enables a group of teachers to share a common core of students. This provides close monitoring of students’ progress, enhanced parent/teacher communication, and the opportunity for an interdisciplinary curricular component. In addition to the regular course of study, students study enrichment courses, instrumental music, arts, technology, languages, and supplemental instruction on an interest/need basis. Students from each team are enrolled in the advanced Language Arts and Mathematics classes.

Careful consideration is given to the development of each student’s schedule. Guidance counselors will work with the student and parent(s)/guardian(s) to create the best possible schedule. Once the schedule is set, changes are difficult to make.

In grade six, students are assigned to Language Arts Skills and Math Skills based upon standardized test scores, student achievement, and teacher recommendation. Skills courses are assigned in lieu of World Language and 6th Grade Seminar. Placement in advanced Language Arts and Mathematics courses is determined by academic class performance, district-wide assessment, and standardized test results according to specified criteria. Parents/guardians who have questions about student placement should talk with their child’s guidance counselor.

Roy W. Brown Middle School is proud to offer this curriculum for the 2012-2013 school year. The emphasis in programming consists of interdisciplinary study, concentration in study skills development, and integrated technology education. It is felt that these curricular offerings provide a broad-based educational experience which will better prepare students for high school work.

This Curriculum Guide is intended to assist you in selecting the best possible educational program for your child. If you have questions after reading it, please contact the Guidance Office or the Principal’s Office at 385-8847 for assistance.

Ms. Shana L. Wright
Principal
SIXTH GRADE PROGRAM OF STUDIES
2012-2013

Sixth graders will have the following in a nine period day (over the course of two days):

Language Arts (6A, 6) – 3 periods
Mathematics (Pre-Algebra 6, Math 6) – 3 periods
Science 6 – 2 periods
Social Studies 6 – 2 periods
Physical Education/Health 6 – 2 periods
Reading Recess/Lunch – 2 periods
Band 6 or Strings 6 or Choir 6 or Art 6/Civics 1 – 2 periods
World Language 6 – 1 period
6th Grade Seminar – 1 period

NOTE: SKILLS COURSES IN EITHER MATH OR LANGUAGE ARTS ARE SCHEDULED IN LIEU OF WORLD LANGUAGE AND/OR CHARACTER EDUCATION.
COURSE DESCRIPTIONS
GRADE 6

LANGUAGE ARTS 6A
Placement in this class will be based upon a number of criteria including: LA class grade/average, NJASK scores, internal district assessment scores, and other academically-based data according to specified criteria. The class will meet for two periods every other day and one period on the opposite day. The course is designed to challenge students to appreciate literature through in depth studies of various literary genres. There is an emphasis on writing, collaborative learning, and creative projects. Independent reading is also a major component of this academic course. The five state Language Arts Literacy standards are addressed and reinforced (speaking, listening, writing, reading and viewing skills). Students will be involved in learning to communicate in various forms for a variety of audiences and purposes.

LANGUAGE ARTS 6
This course is designed to introduce students to the study of literary genres as well as develop their reading and writing skills. Students will learn to appreciate various models of writing while also increasing their higher order thinking and communication skills. The class will meet for two periods every other day and one period on the opposite day, which allows students to participate in many activities, assignments, and projects, as well as have exposure to collaborative learning strategies. NJASK 6 skills are also reinforced.

LANGUAGE ARTS SKILLS 6
This course is designed to help students develop and refine their reading and writing skills to pass the NJASK 6 and improve overall academic achievement. Instruction focuses on identified weaknesses revealed through diagnostic testing. This is not an elective course, but one which is assigned to students based on their performance on standardized tests, district exams, and teacher recommendations. Students in LA Skills are part of the LA 6 course and have an additional period with the same teacher to reinforce topics learned in class and provide intensive basic instruction.

ESL LANGUAGE ARTS
The ESL Language Arts curriculum is offered solely to English Language Learners (ELLs). It is a course designed to promote language development in English by providing language practice and reinforcement of grammar, development of writing skills, and research. The ESL LA curriculum prepares the ELL student to make a transition to English content area texts. Reading, writing, speaking, listening, and viewing/media literacy is addressed according to the New Jersey Core Curriculum Content Standards in Language Arts and English Language Proficiency Standards.
PRE-ALGEBRA 6
Placement in this class will be based upon a number of criteria including: Math class grade/average, NJASK scores, internal district assessment scores, and other academically-based data according to specified criteria. The class will meet for two periods every other day and one period on the opposite day. This course will expand the student’s knowledge of proportional concepts used in the context of geometric problems involving similarity. Students connect visual ideas of enlarging and reducing figures, numerical ideas of scale factors and ratios, and applications of similarity through work with problems. Students investigate the connections with fractions, percents, and ratios through various situations. Through a series of problem-based investigations, students explore the meaning of ratio comparison and begin to develop an intuition to articulate procedures with a variety of techniques. Other topics include linear relationships, equations and probability. Proportional thinking is connected and extended to the core ideas of linearity—constant rate of change and slope.

MATHEMATICS 6
The class will meet for two periods every other day and one period on the opposite day. This course introduces students to fractions and their various meanings and uses. Models for making sense of fraction meanings and of operating with fractions are introduced and used, including ratios. The extensive work with equivalent forms of fractions builds the skills needed to work with ratio and proportion problems. These ideas are developed further in working with probability in which ratio comparisons are informally used to compare probabilities. Students will also study two-dimensional geometry and measurement.

MATHEMATICS SKILLS 6
This course is designed to help students develop and refine their computation skills and number sense to pass the NJASK 6 and improve overall academic achievement. This is not an elective course, but one which is assigned to students based on their performance on standardized tests, district exams, and teacher recommendations. Students in Math Skills are part of the Math 6 course and have an additional period with the same teacher to reinforce topics learned in class and provide intensive basic instruction.

PACED MATHEMATICS 8
The class meets for two periods every day in order for all of the material of the Math 6 curriculum, along with NJASK preparation, to be taught at a slower pace. This course introduces students to fractions and their various meanings and uses. Models for making sense of fraction meanings and of operating with fractions are introduced and used, including ratios. The extensive work with equivalent forms of fractions builds the skills needed to work with ratio and proportion problems. These ideas are developed further in working with probability in which ratio comparisons are informally used to compare probabilities. Students will also study two-dimensional geometry and measurement. Additionally, students will have opportunities to develop and refine their computation skills and number sense to succeed on the NJASK 8 and improve overall academic achievement.
SCIENCE 6
The Roy W. Brown Middle School Science program is designed to provide students with engaging experiences in the life, earth/space, and physical sciences and in technology. Both the content and the pedagogy of the science program address the unique characteristics of the middle school student. The science program supports National and State Science Education standards. The science program provides age-appropriate activities that allow middle school children to:

- Expand their understanding of important science concepts
- Acquire problem-solving and critical-thinking skills
- Develop positive habits of mind toward science

Earth Science and Physical Science are featured in the sixth grade science curriculum. The program develops students’ basic understanding of the Earth’s structure and chemistry including properties of matter and changes in matter. Students are encouraged to: 1) design and conduct scientific investigations; 2) use appropriate tools and techniques to gather, analyze, and interpret data; 3) develop descriptions, explanations, predictions, and models using evidence; 4) think critically and logically using scientific procedures to make the connections between evidence and explanations; 5) use mathematics in scientific inquiry since mathematics and technology are important scientific tools; 6) understand that current knowledge guides scientific investigations; and 8) understand that scientific explanations emphasize evidence.

SOCIAL STUDIES 6
The Grade 6 Social Studies curriculum was created to prepare students for their role as intelligent, responsible, and active citizens in our democratic society and our ever changing world. In order to reach this goal, the sixth grade Social Studies course has been aligned to meet the standards set forth within the New Jersey Core Curriculum Standards for Social Studies (6.1-6.6). Grade 6 Social Studies has been designed as a world history course in order to meet these goals. We will cover the topics of Prehistory, Ancient Civilizations of the Fertile Crescent, Egypt, Nubia, China, Ancient Greece, and Ancient Rome. Students will gain an understanding of the world as the context for United States history and a record of great civilizations and cultures past and present. In addition, the following subtopics will be explored: Black History Month, Women’s History Month, democracy, citizenship, and the electoral process.

ESL SOCIAL STUDIES
The ESL Social Studies class is offered solely to English Language Learners (ELLs). It is a course designed to make social studies comprehensive to the ELL student while promoting second language acquisition in the content area. The ESL Social Studies curriculum prepares the ELL student to make a transition to the content area in the mainstream utilizing appropriate teaching strategies through the sheltered approach. The ELL students will develop and expand their English proficiency level in the content area of social studies through the four language domains and according to the New Jersey Core Curriculum Content Standards in Social Studies and English Language Proficiency Standards.
PHYSICAL EDUCATION/HEALTH 6
The Physical Education curriculum expands on the basic motor skills learned in the elementary grades by utilizing team and individual sports. Cooperative games and the Physical Best Fitnessgram health assessment program round out the curriculum to offer the students a variety of physical challenges. The Health curriculum explores social relationships, decision making skills, human growth and development, individual and community health maintenance and family living. These courses are mandatory for all students and comply with the U.S. Title IX and N.J.A.C. 6:4 regulations.

BAND 6
This course is a student elective for those who play band instruments. Course requirements include ensemble rehearsals and performances outside of school hours, as well as individual home practice. The repertoire for this group is designed to increase the technical facility of individual members while fostering growth in ensemble concepts. Departmental approval is required for all new students.

STRINGS 6
This course is a student elective for those who play string instruments. Course requirements include ensemble rehearsals and performances outside of school hours, as well as individual home practice. The repertoire for this group is designed to increase the technical facility of individual members while fostering growth in ensemble concepts. This class may be combined with wind and percussion players from the band to perform literature of the symphonic orchestra. Departmental approval is required for all new students.

CHOIR 6
This course is a student elective for sixth grade students who wish to sing in chorus. Course requirements include ensemble rehearsals and performances outside of school hours, as well as individual home practice. The repertoire for this group is designed to increase technical facility of individual members while fostering growth in ensemble concepts.

Note to Band and Strings students: Do NOT sign up for Choir 6 as an elective. Your choral experience will take place during your instrumental ensemble period.
ART 6
This course is activity-centered and allows for individual expression. Development of positive aspects of attitude, cooperation, and creativity are emphasized. Art 7 has been designed to give the students a variety of experiences in drawing, ceramics, and crafts. As a result, each student will complete projects in the following areas: drawing, one point/two point perspective drawing, painting, ceramics/sculpture, crafts, and textiles. This course meets for one semester (two marking periods.)

CIVICS I
This course will provide students with an in-depth introduction to American history, American government and the American legal system. It will first expose students to the background, creation and subsequent history of the Constitution. Students will explore and understand the idea of democracy, a system of government by those governed. Students will then explore and analyze the rights given to them as citizens of the United States of America, thereby acknowledging their place in our democratic society. After gaining a firm understanding of the Constitution and their rights, students will discover the rights and responsibilities of citizenship and learn ways in which they can become more active members of their democratic society. Students will further engage in their learning by participating in a mock Congressional hearing or another type of trial.

WORLD LANGUAGE
This course will deal with the basic understanding of Spanish vocabulary and heritage/culture as part of the Spanish curriculum.

6th GRADE SEMINAR
This course will develop students’ understanding and responsibility as citizens and members of the school community. Through intensive writing initiatives, global discussions, and service learning projects, students will learn about modern and historical heroes and the character traits they possess. The course will enable students to immerse themselves in the RWB culture, utilize appropriate terminology when discussing peer relations, and transition between the elementary experience and that of the middle grades.
2012 - 2013

NAMES & NUMBERS TO KNOW

Ms. Shana L. Wright, Principal, 385-8847 ext. 2310

Mr. Shane Biggins, Assistant Principal, 385-8847 ext. 2312

Mr. Michael Duggan, Dean of Students, 385-8847 ext. 2390

Ms. Marybeth Iorio, Grade 8 Guidance Counselor, 385-8847 ext. 2363

Ms. Christine Szeglin, Grade 7 Guidance Counselor, 385-8847 ext. 2362

Ms. Lana Restivo, Grade 6 Guidance Counselor, 385-8847 ext. 2361

Ms. Ann Marie Murphy, School Nurse, 385-8847 ext. 2320

Dr. David Roth, School Psychologist, 385-8847 ext. 2350

Ms. Judy Reilly, Social Worker, 385-8847 ext. 2351