

Curriculum Night Agenda for 6th Grade Language Arts

Approximately 8 minute blocks (including common time)

- I. Welcome
- II. Reading
 - a. Accelerated Reader program/implementation
 - b. Literature circle books/jobs (weekly basis)
 - c. Use of the Trophies reading book (for first quarter only)
- III. Writing
 - a. 6+1 Traits of Writing program/implementation
 - b. Use of writing folders and types of writing (i.e. persuasive, narrative, & expository essays in addition to a short poetry unit)
 - c. Use of journals and short writing prompts during classroom instruction throughout the week
- IV. Spelling
 - a. Spelling Connections workbook & website
 - b. Word lists and use of the dictionary
 - c. Test dates
- V. Grammar
 - a. Weekly (usually on Thursdays)
 - b. Connected to the spelling workbook
- VI. Questions
 - a. Contact information
 - b. Additional classroom assistance
 - c. Tutorial
- VII. Common Time
 - a. Research basics
 - b. Intervention (math & reading)
 - c. Study skills
 - d. Additional classroom extension activities
 - e. Preparation of ISAT

Sixth Grade Math

Mr. Cary Behrendt

Course Content: By the end of sixth grade, your child should

- be able to compute (add, subtract, multiply, divide, and find powers) with whole numbers, decimals, fractions, and integers;
- understand how to write a ratio and to write and solve a proportion;
- understand the concept of percent, be able to find a percent of a given number, and be able to use percents, decimals, and fractions interchangeably;
- understand basic concepts of plane geometry and be able to find perimeters, areas, circumferences, and volumes of basic geometric figures;
- have an introduction to algebraic expressions and equations;
- understand measurements in various systems, both traditional and metric, and be able to measure short distances accurately in either system;
- be able to find and use information to construct various graphs and tables, to interpret information found in graphs and tables, and to compute various forms of average;
- understand and apply basic concepts of probability;
- be able to apply the math (s)he has learned to solve mathematical and real-life problems, using a variety of strategies; and
- be able to communicate what (s)he knows about math both orally and in writing, using proper mathematical terminology.

Students in the advanced class will study each of the above areas in greater depth, particularly proportionality, percents, integers, geometric areas and volumes, and algebraic equations.

In addition, we work throughout the year in each math class to build study habits and organization skills. As the year progresses, we work on correcting our mistakes, note-taking, paper organization, listening skills, test study, and step-by-step solving of more complicated problems. We discuss math ideas and problems often in class, in order to build communication skills.

Class Routine: During a normal class period of approximately 55 minutes, we often begin with a warm up question or exercise. Next, we review previous material and correct homework. Then, I introduce new material and we reinforce it with examples, practice work, and often an activity. If there is time, students will begin their homework assignment.

In a double-block class, the procedure is much the same, except that we cover either one topic in much greater depth, or we cover two related topics.

Finally, on the average of once every two weeks, I offer an estimation challenge for the week. The student with the best estimate in each class receives extra credit points.

Expectations: The main ingredient for success in math is to approach class with a positive, cooperative attitude. In addition, I expect the following each class day. Students should be on time to class and have the necessary materials on their desks when class begins. Students who want to succeed must be mentally involved in class, listening carefully, questioning what they hear, and asking and answering questions. They are expected to take notes in class and write down assignments accurately. Homework must be done faithfully and brought to class on time to be corrected. Students must study for tests and quizzes, beginning at least two days before the test. Finally, students must become comfortable asking questions and coming for extra help when needed.

Homework: Students receive math homework almost every day, including about half the time on Friday. Most assignments are due the next class period; some are longer term. Assignments must be complete, show all work, be done with effort, and brought to class when due in order to receive a grade of 4 points, or 100%. Incomplete assignments receive 2 points out of 4. Missing assignments receive 0 points. A late or incomplete assignment may be completed and returned to me up to the date of the chapter test. If the work is acceptable, the student will receive back half the points that were lost. Assignments must be neat and show all work in an organized form. Students correct their own work in class from my answer key and are expected to find and correct mistakes, asking questions in or out of class when they need help. Through this process, students learn to correct their mistakes.

Extra Help: Help is available in various ways. I am available in my classroom most mornings from 7:30 a.m. to 7:55 a.m. Once cross country season is over, I will be available Mondays, Tuesdays, and Wednesdays until at least 3:30 p.m. and usually later. Peacock Middle School also offers a morning tutorial program from 7:15 a.m. to 7:55 a.m., five days a week, and an afternoon tutorial from 3:00 p.m. to 3:55 p.m. on Mondays, Tuesdays, and Wednesdays.

Grading: The quarter grade is based on a combination of homework completion, test and quiz scores, class participation, and occasional individual or group projects and assessments. Grades are earned throughout the quarter, and occasionally an extra credit question or challenge is offered. Therefore, I do not offer extra credit toward the end of the quarter to help raise grades.

Communication: At a minimum, parents can learn about their child's progress through mid-quarter progress reports, quarterly report cards, and at a parent-teacher conference in November. By now, parents should have received information on how to access their child's grades online. In addition, I return all tests and quizzes within a week. I will attempt to reach you by phone or e-mail if your child is struggling. Any student missing a homework assignment will have his/her assignment book stamped so that parents can be aware of missing assignments immediately.

I can be reached by phone (630-773-0335, x2104) or e-mail (cbehrendt@itasca.k12.il.us). Please contact me if you have any questions or concerns.

Mr. Cary Behrendt

Language Arts

Mrs. Kate Andrade

Reading:

Students will be working in literature circles this year beginning second quarter. Students will be grouped and assigned a role each week. Each role carries a task that must be completed, so that each group facilitates cohesive discussions. Your child must complete their given role task to participate in literature circle groups each week. Our novel list includes, but is not limited to, Maniac Magee by Jerry Spinelli, Stargirl by Jerry Spinelli, and Number The Stars by Lois Lowry. At the culmination of each book, students will be required to take an Accelerated Reader (AR) test to assess students' understanding of the novel.

Writing/Language:

In Itasca School District #10, we place a strong emphasis on the writing process. We utilize a program called 6+1 Traits of Writing. It includes a Writer's Workshop process. Students are expected to write every day, either in journals or in Writer's Workshop. Mini lessons will be presented to the students prior to the start of the writing sessions. Included in the Writer's Workshop is weekly teacher conferences. These conferences provide your child with the opportunity for teacher revision of a writing piece only AFTER it has been revised by his/her peers.

Video Production:

Students will have an opportunity to work in the video production room this year as we create a small group book talk and record it in the Media Center. This video will then be shown to fellow students.

Spelling:

Based on the outcome of the pre-test, given on Mondays, students will create an individualized spelling list. The students will use their personalized spelling lists to take the spelling test on Friday. (The days will change as block scheduling changes throughout the school year.) Students are also expected to complete various assigned pages in the Spelling Practice Book each week. Students have been registered online to use the Zaner-Bloser Spelling Connections website. This website provides your child with a multitude of games and activities for their spelling words. Your child's login and password are available in the front of their assignment notebook.

Grading:

Grades are based on, but not limited to, homework completion, in-class work, spelling test scores, class participation, literature circle work, and completed writing pieces. Each week, students are given the opportunity for two additional extra credit points towards their spelling assignment, but I do not offer extra credit at the culmination of the quarter to help raise grades.

Extra Help:

Tutorial is available both before and after school, Monday-Friday, from 7:25 to 7:55 AM. Assigned teachers are available in their rooms. Monday-Wednesday, from 3:00-3:55PM, teachers are available in the Media Center. I am available in the early morning until 7:50 AM and until at least 3:30PM. It would be helpful to make an appointment if help is necessary before or after school.

Communication:

You can check STI, the online grading program, for the current status of your child's grade. For homework assignments, your child may call the homework hotline at (630) 773-1232 (option 4) from 4:30 PM to 8:00 AM.

I can be reached via email at: kandrade@itasca.k12.il.us

You can also contact me via the telephone at:

(630) 773-0335 X2210.

Thank you and I look forward to working with you and your child this school year!

6th GRADE LIFE SCIENCE

Mrs. Tinson

Sixth graders will study ecology, cycles in nature, ecosystems/biomes, natural resource use, cell structure, genetics, plants, scientific classification, and health. Prentice Hall *Science Explorer* is the textbook series that will be used. Each of the four textbooks will be issued as needed beginning with *Environmental Science*. Students receive a user name and password that allows them to view their science textbooks online at www.pearsonsuccessnet.com.

This textbook series provides many enrichment opportunities online as well as a wonderful test review site. Prior to a test, students are encouraged to access www.PHSchool.com and type in the web code listed on the study guide at the end of each chapter. Various extension activities are available on websites listed throughout the chapters. Extra credit is offered to students who provide evidence of having utilized a listed site. Details can be found on the students' vocabulary packets for each chapter.

Grades are based on an accumulation of points earned on projects, tests, quizzes, chapter reviews, and daily assignments. Projects and tests are worth 50 points, quizzes and chapter reviews are worth 20 points, and daily assignments are worth 10 points. Tests are always announced in advance with at least a week's notice and a test study session is held during the class prior to the test. Late work will not be accepted after a chapter test. When checking your student's progress with the online grading system, a zero before a score will indicate that the assignment was not turned in on time and points may be deducted for lateness.

If your child has Common Time with Mrs. Tinson, the science grade will also reflect the Common Time research projects. First semester Common Time includes an introduction to research. The students will apply these skills to their make their own endangered species brochure. Second semester Common Time focuses on researching dog breeds to compliment the theme of genetics that the students will be learning about in their science class. Ample class time is given for projects and if used appropriately, there should not be homework for Common Time. A project expectation sheet and a rubric will be issued to the students upon the assignment of each project. In addition to enhancing research skills, Mrs. Tinson's students will have Sustained Silent Reading time as well as enrichment lessons in poetry and drama.

The Peacock Science Fair will be held on Saturday, February 5, 2011 from 9am-11am. Please keep an eye out for more information that will be sent home in December. Extra credit is offered for Science Fair participation.

The Itasca Nature Center provides the Mighty Acorns program three times a year for a full day of enrichment activities that supplement what students learn about the interactions of various populations within our ecosystem. Students will attend one of the three dates offered for each session based on a schedule determined by the teachers. Nature Center dates are October 26, 27 and 29, January 24-26, and April 11-13. The students will need to bring a sack lunch, something to drink, and a pencil. Students are asked to dress appropriately for outdoor activities, avoiding shorts and sandals. Parent volunteers are welcome and encouraged. If you are interested and available, please contact Mrs. Tinson.

Mrs. Tinson can be reached at (630) 773-0335 extension 2110 or email: ctinson@itasca.k12.il.us. Please feel free to call or email with any questions or concerns.

I. Course Objectives

Student learning will focus on the following Illinois State Standards:

- A. Standard 12A Know and apply concepts that explain how living things function, adapt and change.
- B. Standard 12B Know and apply concepts that describe how living things interact with each other and their environment.
- C. Standard 12E Know and apply concepts that describe the features and processes of the Earth and its resources.
- D. Standard 13A Know and apply the accepted practices of science.
- E. Standard 13B Know and apply concepts that describe the interaction between science, technology and society.

II. Areas of Study

A. Environmental Science

- 1. Populations and Communities
 - a. Living things and the environment
 - b. Studying populations
 - c. Interaction among living things
 - d. Changes in the community
- 2. Ecosystems and Biomes
 - a. Energy flow in ecosystems
 - b. Cycles of matter
 - c. Biogeography
 - d. Biomes
 - e. Aquatic ecosystems
- 3. Living Resources
 - a. Environmental issues
 - b. Forests and fisheries
 - c. Biodiversity
 - d. Health integration: Searching for new medication
- 4. Land, Water, and Air Resources
 - a. Conserving land and soil
 - b. Waste disposal and recycling
 - c. Water pollution and solutions
 - d. Air pollution and solutions
 - e. Global changes in the atmosphere
- 5. Energy Resources
 - a. Fossil fuels
 - b. Renewable sources of energy
 - c. Nuclear energy
 - d. Energy conservation

B. Cells and Heredity

- 1. Cell structure and function
 - a. Discovering cells

- b. Looking inside cells
 - c. Chemical compounds in cells
 - d. The cell in its environment
 - 2. Cell Processes and Energy
 - a. Photosynthesis
 - b. Respiration
 - c. Cell division
 - d. Cancer
 - 3. Genetics: The Science of Heredity
 - a. Mendel's work
 - b. Probability and heredity
 - c. The cell and inheritance
 - d. The DNA connection
 - 4. Modern Genetics
 - a. Human inheritance
 - b. Human genetic disorders
 - 1) Genetic disorder research Power Point Presentation
 - 2) *The Acorn People* novel
 - c. Advances in genetics
 - 5. Changes over Time
 - a. Darwin's theory
 - b. Evidence of evolution
 - c. Fossil record
 - C. Bacteria vs. Virus
 - 1. Characteristics of bacteria
 - 2. Characteristics of viruses
 - 3. Viruses, bacteria, and health
 - D. Seed Plants
 - 1. Characteristics of a seed plant
 - 2. Gymnosperms
 - 3. Angiosperms
 - 4. Plant response and growth
 - E. Animals
 - 1. Classifying organisms
 - 2. Animal behavior
 - 3. Characteristics of mammals
- III. Behavior Expectations
- A. Be prompt
 - B. Be prepared
 - C. Be respectful
- IV. Grading
- A. Online grading
 - B. Point value
 - 1. Homework 10 pts.
 - 2. Quizzes 20 pts.
 - 3. Tests 50 pts.

- 4. Projects 50 pts.
- C. Homework policy
 - 1. Homework due next class period unless otherwise stated
 - 2. 50% reduction in grade for late work
 - 3. All late work due prior to chapter test date or zero credit
- V. Extra Credit Opportunities
 - A. Listed in each chapter's vocabulary packet
 - B. Due prior to the chapter test
 - C. Websites
 - 1. www.PHSchool.com
 - 2. www.SciLinks.org
 - D. Science fair
 - 1. Held February 5, 2011
 - 2. Information packet sent home in December
- VI. Mighty Acorns at Spring Brook Nature Center
 - A. Fall
 - 1. October 26, 27 or 29
 - 2. Collecting seeds and food chains
 - B. Winter
 - 1. January 24, 25, or 26
 - 2. Invasive species and food web
 - C. Spring
 - 1. April 11, 12, or 13
 - 2. EXENTHUNCO rating and prairie burn
- VII. Contact Information
 - A. Phone: (630) 773-0335
 - B. Email: ctinson@itasca.k12.il.us
 - C. Homework Hotline: (630) 773-1232 Press 1 for 6th grade

Sixth Grade Science Study Tips

Science Text:

Available online www.pearsonsuccessnet.com

- *Reads the text to students
- *Links Key Terms to glossary and defines them with one click
- *Shows extra video clips to explain topic further
- *Links students to the PHSchool.com website for extension extra credit options
- *Asks students multiple-choice questions at the end of each section. Students should print these for extra credit after pressing the *Score My Test* button
- *Printable worksheets are available if students forget them at school.
- *Hint button on chapter review question links students to the page where the answer can be found.

Format

- *Red headings
- *Blue subheadings
- *Bolded Key Terms and Key Concepts
- *Text matches Guided Reading and Study worksheets almost word for word and provides page numbers where answers will be located.

Vocabulary Building:

Packets

- *Students match Key Terms from each section to their provided definition by using glossary.
- *Students highlight the key words within the definition.
- *Teacher makes connections to new vocabulary and gives strategies for remembering.
- *Packets also contain the Key Concepts for each section.

Flash Cards

- *Students should make and use flashcards with each new section of words.
- *Vocabulary should be practiced over time until mastered.





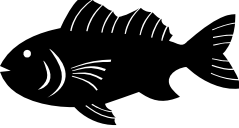



Test Preparation:









- *Students are given at least one week's notice prior to a test, but generally more. Students should **not** wait until the night prior to a test to begin their preparation. Vocabulary should be worked on as each section is introduced and reviewed often.
- *Tests consist of multiple-choice, fill in the blank, and short answer essay questions. Students are provided with a word bank and generally get to select the short answer essays from several options.
- *Mastery of Key Concepts and Key Terms from the typed study guide packet is vital for success.
- *PHSchool.com provides a practice test that previews the multiple-choice questions from the test bank. that I use to create the test. Students should take the test multiple times in preparation for the exam. The correct answer will appear and students need to make sure that they are learning the correct information. Questions will cycle so some will be repeated while others will be asked for the first time. The web-code appears on the first page of the chapter review in the textbook or can be accessed from the pearsonsuccessnet.com site.
- *Teacher plays review game with students for a class period prior to the test.
- *Students can come for extra help after school on Mon., Tues., or Wed. if arranged ahead of time.
- *Struggling students can request a study guide to fill out prior to taking a test that previews the test questions.

Other Important Information:

Assignments

- *Turning homework in on time is essential so that students don't get bogged down with make-up work.
- *The assignments are given to reinforce material and lessons build upon each other.
- *Points are deducted from late work and this also negatively affects the grade.
- *Assignments should be carefully done using textbook and the Key Terms and Key Concepts Packet.
- *Tutorial is available before school each day and after school Mon.-Wed.; teachers are happy to help.

	<p style="text-align: center;">World History Holt, Rinehart and Winston www.go.hrw.com Curriculum for Mr. Peel's www.HistoryClassroom.com 6th Grade Social Studies Peacock Middle School www.New.SchoolNotes.com (60143)</p>	
	<p>Ch. 1 Uncovering the Past</p> <ol style="list-style-type: none"> 1. Studying History 2. Studying Geography <p>Skills – Specialized Vocabulary of History, Recognizing Bias.</p>	
	<p>Ch. 2 The Stone Ages and Early Cultures</p> <ol style="list-style-type: none"> 1. The First People 2. Early Human Migration 3. Beginnings of Agriculture <p>Skills – Chronological Order, Identifying Central Issues.</p>	
	<p>Ch. 3 Mesopotamia and the Fertile Crescent</p> <ol style="list-style-type: none"> 1. Geography of the Fertile Crescent 2. The Rise of Sumer 3. Sumerian Achievements 4. Later Peoples of the Fertile Crescent <p>Skills – Main Ideas in Social Studies, Interpreting Physical Maps</p>	
	<p>Ch. 4 Ancient Egypt and Kush</p> <ol style="list-style-type: none"> 1. Geography and Ancient Egypt 2. The Old Kingdom 3. The Middle and New Kingdoms 4. Egyptian Achievements 5. Ancient Kush <p>Skills – Causes and Effects in History, Assessing Primary and Secondary Sources</p>	
	<p>Ch. 5 Ancient India</p> <ol style="list-style-type: none"> 1. Geography of Early India 2. Origins of Hinduism 3. Origins of Buddhism 4. Indian Empires 5. Indian Achievements <p>Skills – Inferences about History, Interpreting Diagrams</p>	
	<p>Ch. 6 Ancient China</p> <ol style="list-style-type: none"> 1. Geography and Early China 2. The Zhou Dynasty and New Ideas 3. The Qin Dynasty 4. The Han Dynasty 5. Han Contacts with Other Cultures <p>Skills – Summarizing Historical Texts, Conducting Internet Research</p>	

	<p>Ch. 7 The Hebrews and Judaism</p> <ol style="list-style-type: none"> 1. The Early Hebrews 2. Jewish Beliefs and Texts 3. Judaism over the Centuries <p>Skills – Facts and Opinions about the Past, Identifying Short- and Long-Term Effects</p>
	<p>Ch. 8 Ancient Greece</p> <ol style="list-style-type: none"> 1. Geography and Early Greeks 2. Government in Athens 3. Greek Mythology and Literature <p>Skills – Greek Word Origins, Analyzing Costs and Benefits</p>
	<p>Ch. 9 The Greek World</p> <ol style="list-style-type: none"> 1. Greece and Persia 2. Sparta and Athens 3. Alexander the Great 4. Greek Achievements <p>Skills – Comparing and Contrasting Historical Facts, Interpreting Charts and Tables</p>
	<p>Ch. 10 The Roman World</p> <ol style="list-style-type: none"> 1. Geography and the Rise of Rome 2. Government and Society 3. The Late Republic <p>Skills – Outlining and History, Interpreting Culture Maps</p>
	<p>Ch. 11 Rome and Christianity</p> <ol style="list-style-type: none"> 1. From Republic to Empire 2. The Roman Empire and Religion 3. The End of the Empire <p>Skills – Online Research, Interpreting Time Lines</p>
	<p>Ch. 12 The Islamic World</p> <ol style="list-style-type: none"> 1. The Roots of Islam 2. Islamic Beliefs and Practices 3. Islamic Empires 4. Cultural Achievements <p>Skills – Questioning, Understanding Historical Context</p>
	<p>Ch. 13 Early African Civilizations</p> <ol style="list-style-type: none"> 1. Geography and Early Africa 2. The Empire of Ghana 3. Later Empires 4. Historical and Artistic Traditions <p>Skills – Organization of Facts and Information, Interpreting Political Maps</p>
	<p style="text-align: center;">Class Rules:</p> <ol style="list-style-type: none"> 1. Be Prompt – Make sure that you are seated in the classroom with all needed supplies, listed on the board, ready to begin each lesson. 2. Be Prepared – Come to class prepared with assignment notebook, spiral notebook, pens, pencils, and homework. 3. Be Polite – Treat everyone with respect and fairness.

Grading - Homework & Quizzes 20-25%, Tests 50-60%, Worksheets 20-25%

Outdoor Education Spring Brook Nature Center Trips

Mrs. Tinson has scheduled three separate trips to the Spring Brook Nature Center this year. The class will be broken into three groups. Each group will have a full day experience during three different seasons.

Long pants and closed toe shoes are required. It is also recommended that students wear long sleeved shirts and dress for the weather. Bug spray is recommended for the fall and warm boots are recommended for winter. In the spring, students should wear clothing made of natural fibers such as cotton, because there possibly will be a prairie burn and fabrics such as nylon must be avoided.

Students should come prepared with a pencil as well as a lunch. Microwaves are not available, so please be sure not to pack anything that needs to be heated. Milk will be provided for the students who have pre-purchased milk for the school year. Those students who wish to purchase milk will be asked to let Mrs. Tinson know in advance of the trip.

This is a memorable educational trip for our students. We look forward to sharing this experience with them. We are in need of chaperones. If you are interested and available at least one of the days, please indicate when you would be able to come on your child's signed permission slip and we will be in touch with the details.

F.E. Peacock Middle School 6th Grade Spring Brook Nature Center Trip Schedule 2010-2011

Tuesday, October 26	(Group1)	Seed Dispersal & Food Chains
Wednesday, October 27	(Group 2)	
Friday, October 29	(Group 3)	
Monday, January 24	(Group1)	Food Web & Buckthorn Removal
Tuesday, January 25	(Group 2)	
Wednesday, January 26	(Group 3)	
Monday, April 11	(Group 1)	"EXENTHUNCO" & Prairies
Tuesday, April 12	(Group 2)	
Wednesday, April 13	(Group3)	

Sixth Grade Math and TAG Students

My experience has been that sixth grade TAG students are almost always members of an advanced math class. The fact that these students are coming from a fifth grade math class into a seventh grade math class is usually a significant enough challenge for them.

That said, there will be some opportunities for extensions of the class material. When I know, usually by pretesting, that a student has already mastered material we will be covering, I can offer extensions of that material instead of the regular lesson. For example, if a student has already mastered the adding of two fractions, like $\frac{3}{4} + \frac{5}{6}$, a one-day lesson, an extended lesson might require the

student to add two algebraic fractions, like $\frac{3x}{4} + \frac{5x^2}{6}$. If a student has mastered material that would cover a week of class time, I can offer a project that fits the time frame. An example of such a project might be a student working alone or in a small group solving a set of problems taken from a math contest book or website, problems that require a more creative or a more rigorous solution than normally encountered.

Finally, students in the advanced math classes will participate in two math contests this year. The first is the Illinois Math League Sixth Grade contest, held in February. The second is a qualifying test held in late April to choose ten Peacock students to participate in the Lake Park math contest. Both of these contests take place at Peacock during class time. The top ten scoring students (grades 6-8) on the Lake Park qualifying test will represent Peacock in early May at Lake Park High School.

Mr. Cary Behrendt
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TAG Science Opportunities

Mrs. Tinson

Various research projects will be assigned to students in both science and common time. TAG students are encouraged to produce work that would fall into category 4 of the 6+1 Traits of Writing Rubric. This means that they will be expected to write an introduction that is inviting, states the main topic, and previews the structure of the paper. All supportive facts will be reported accurately. Relevant, telling, quality details will be provided to give the reader important information that goes beyond the obvious or predictable. There will be one clear, well-focused topic. The main idea will stand out and be supported by detailed information. The writer will not make any errors in grammar or spelling that will distract from the content. Additionally, the writer will not make errors in capitalization or punctuation, so that the paper is exceptionally easy to read. Information on visual displays should also be accurate and neatly prepared. (A rubric sample can be found on back of this sheet.)

TAG students are invited and encouraged to take advantage of the extra credit opportunities offered to all students on the PHScool.com and Pearsonsuccessnet.com websites. There are many enrichment activities offered on these sites that will enhance the students' understanding of our topics and enable them to explore these concepts further. In particular, SciLinks.org provides access to more in depth information than our sixth grade text covers.

On occasion, students will be able to use the media center to explore a topic using tcrconnections.net rather than using the textbooks. Mrs. Bernahl works with the classroom teacher to provide higher-level curriculum on the topics that our textbooks address.

The Peacock Science Fair will be held on Saturday, February 5, 2011 from 9am-11am. Please keep an eye out for more information that will be sent home in December. Extra credit is offered for Science Fair participation. This is a terrific opportunity for TAG students to really shine as they use the scientific method to investigate and report on an area of interest.

Mrs. Tinson can be reached at (630) 773-0335 x.2110 or email: ctinson@itasca.k12.il.us. Please feel free to call or email with any questions or concerns.



Activities to extend Language Arts

Reading:

While reading a novel with their literature circle groups, students will be asked to perform various roles. Students will lead discussions, define and use vocabulary, sketch scenes, and draw character maps. The novels used to start the process of working in literature circle groups range from 590L to 820L (Lexile Levels). Using these levels of books will allow students to develop in each role within the groups and focus on the overall theme. Students will also be able to mature as higher-level thinkers.

In collaboration with the media center, TAG students will work on project extensions which include, but are not limited to, web quests and research reports. These activities will directly correlate with the classroom curriculum.

Also, as the year progresses, students will be encouraged to read novels at or above their current reading level.

Accelerated Reader:

Students will be able to read a variety of books (fiction, non-fiction, fantasy, poetry, and much more!) and assess their comprehension on the Accelerated Reader program on the computer. This program offers a comprehension quiz that your child will be required to take after the completion of a book. In addition, this program monitors the number of words your child has read and how well they have done on their comprehension testing.

Spelling:

Students' word lists are based on abilities. Students scoring 8-10 correct on the pre-test will be given the challenge or champion challenge spelling words. The words are more difficult and may have more than one meaning, but still remain grade-level appropriate.

Writing:

Throughout the year, students will continue to develop as writers. Students will continue to use the 6+1 Traits of Writing model. We will work on writing both as a whole group and independently. The 6+1 Traits of Writing program addresses the following in your child's writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Each student will continue to develop as a writer as the year progresses. Grammar will also be addressed weekly in correlation with your child's spelling words.

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T.A.G. - 6th Grade Social Studies

Mr. Peel
F E PEACOCK MIDDLE SCHOOL
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19	20	21	22	23	24	25
26	27	28	29	30		

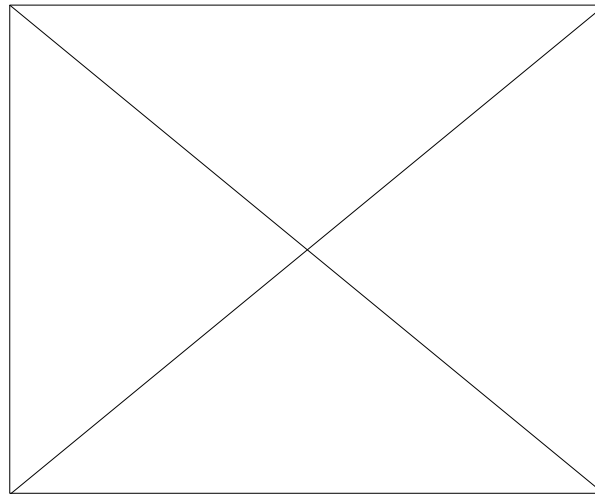
Upcoming Events

[View Our Awards!](#)
**We now have over 1,000 pages of Info., Original Activities,
& Student Products on the internet!**

If you get lost in this Mess, Please use our "[QUICK LINKS](#)"

Please View Our Latest T.A.G. Projects!

(For MORE T.A.G. projects, Scroll all the way down to Mr. Peels T.A.G. ARCHIVE !)



Mr. Peel's
HistoryClassRoom.com
T.A.G./Enrichment !

Dear Parents,

INDIVIDUAL T.A.G. Activities For EACH Chapter: T.A.G. Students choose one section to "compact". They are responsible for reading the section, but do not have to write out the Vocabulary or complete the Graphic Organizer. Instead, they will do the online T.A.G./ENRICHMENT activity for that section.

(Parents, Please ask your child which section & activity they chose for This Chapter!)

(Also, Please Check out "[Mr. Peel's T.A.G. Group Activities](#)" for upcoming T.A.G. GROUP Activities.)

Dear Students,

Go to Go.Hrw.com and type in [SN6 WH(and the chapter number)], Click on "Enrichment Activities" and choose one of the activities to work on in class in place of ONE of the Textbook sections. We'll "compact" the regular work so that you can do the extension for that section!

Mr. Peel
6th Grade Social Studies
Peacock Middle School



[P.roactive E.ngaged E.lectronic L.earning VIDEO REVIEWS](#)

Dear Parents,

Mr. Peel's project of using H.istory M.usic V.ideos (Humvees) in 6th Grade Social Studies Class for T.A.G./Enrichment teaches the student to:

- 1. Plan out their project well to avoid time consuming mistakes. Planning a project in teams is part of collaboration.*
- 2. Organize their information well. They learn a lot about linear and non-linear information strategies. Some things can be added in a non-linear way such as inserting a slide. Some things need to be correct before the next step, such as spelling. To take a slide with a misspelled word and correct it after it has been converted into a jpeg and inserted into Windows Movie Maker means going back several steps to a PPT program to fix it, then reconvert it to jpeg. Etc.*
- 3. Once in WMM students learn about flow charts or input of slides/information in an orderly way. Adding in transitions and timing to the music means having all the elements needed in order or the project doesn't work right. Taking slides in/out in a non-linear way will throw off the music timing.*
- 4. Consequences of bad organization become graver the further along the student is into the project. Often students have to start over after the music is in the timeline if a slide has to be corrected or added in. The whole project is off.*
- 5. Becoming knowledgeable about file formats is very important as well as learning about what programs take different formats and how to work with them.*
- 6. Using different kinds of equipment and multiple literacies: words + music + pictures converted to a movie meets National Education Technology Standards (NETS): #4, #5, and #6. If you need copies of these let me know.*

Sandy Bernahl
Media Center Director
Peacock Middle School



T.A.G./Enrichment Student Project - Mr. Peel's Class
(Double Click to Activate the Video!)

HUMVEES! (H.istory M.usic V.ideos) Please scroll down to see our Projects !
PowerPoint--->Jpeg--->WMV--->Flash! Whew!
First time using Windows Movie Maker - GREAT Job!

T.A.G. Project Archive

Section activities that students chose for CH. 7 "THE HEBREWS AND JUDAISM":
GROUP T.A.G. ACTIVITY - POWERPOINT/WINDOWS MOVIE MAKER PROJECT !
(TITLE SLIDE - FIRST NAMES ONLY! WE MAY PUT THE PROJECT ON TEACHERTUBE!)

Section 1 p. 202-207 Section 2 p. 208-213 Section 3 p.214-219
18 Vocab. Words p. 201

Student # Ch. 7 "The Hebrews and Judaism"

2-1 (Sec.) 1 "[Justin & Gordy's Video](#)"

2-2 (Sec.) 1 "[Justin & Gordy's Video](#)"

2-3 (Sec.) 2 "[Vanessa & Amber's Video](#)"

3-1 (Sec.) 3 "[Dan & Keith's Video](#)"

3-2 (Sec.) 1 "[Elliot & Jordan's](#)"

3-3 (Sec.) 3 "[Dan & Keith's Video](#)"

3-4 (Sec.) Vocab. "[Brieann & Jessica's Video](#)"

3-5 (Sec.) Vocab. "[Jessica & Brieann's Video](#)"

3-6 (Sec.) 1 "[Jordan & Elliot's Video](#)"

4-1 (Sec.) 2 "[Carli & Edmund's Video](#)"

7-1 (Sec.) 3 "[Justin & Quin's Video](#)"

7-2 (Sec.) 3 "[Quin & Justin's Video](#)"

7-3 (Sec.) Vocab. "[Jessie & Aaron's Video](#)"

7-4 (Sec.) Vocab. "[Aaron & Jessica's Video](#)"

[T.A.G. MultiMedia Rubric & PowerPoint Tips](#)

Our latest T.A.G. Project was Exciting, Engaging, Challenging, ... and Fun! It was a ... G-MTV!
([G.eography - M.usic T.ravel V.ideo](#)) using Microsoft Word, Paint, and Windows Movie Maker.
(Step-by-step directions are in the support files on TeacherTube.com at Mr. Peel's
HistoryClassroom.com.) Digitalize & Archive old family photos as you make a Travel Video of
what there is to SEE and DO in your favorite vacation state or country!
[Meets National Educational Technology Standards (NETS) #4, #5, & #6. See Below.]

Print Photos? - Scan at School.

["Sample #1"](#) ["Sample #2"](#) ["Sample #3"](#) ["Sample #4"](#) ["Download Mr. Peel's G-MTV Directions"](#)

NO PHOTOS? - Google Images for a place you'd [Like To Visit](#) or for Itasca! "[Sample #5 ITASCA Vacation !](#)"

STEP-BY-STEP DIRECTIONS & a sample Humvee are on Mr. Peel's Website [Team6itasca.com](#)

[Mr. Peel's T.A.G. MultiMedia Rubric & PowerPoint Tips](#)



[Center for Talent Development TAG Programs Link](#)

[Great Summertime Programs ([my sons loved them](#)), but a long Trek to Northwestern!]
(Now they have online courses too!)



CREATE YOUR FREE PLAYLIST POP-OUT PLAYER

[To go \(back\) to Mr. Peel's SchoolNotes, Click Here](#)

Flashcards

[Top](#)

- Deck: [T.A.G. - 6th Grade Social Studies](#)