

FAMILY & CAREGIVER CURRICULAR HIGHLIGHTS 2025-26 GRADE 6



SOCIAL EMOTIONAL LEARNING

District 67 is embarking on a journey of wholeheartedly embracing, embedding and explicitly teaching Social Emotional Learning (SEL) standards. For more information on these SEL competencies, see the Illinois Social/Emotional Learning Standards: <https://www.isbe.net/sel>

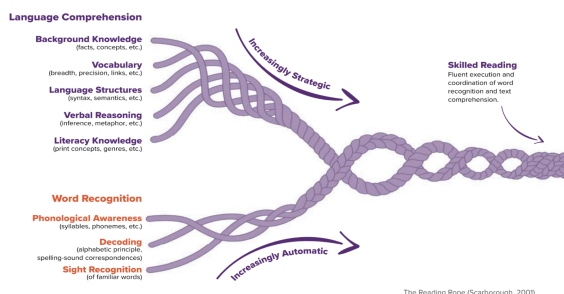
Literacy

ELA instruction in District 67 is designed to make learning visible by having students work through reading, writing, speaking, and listening activities daily. Our commitment as educators is to support our students with a mastery of the [standards](#), allow for multiple and varying assessment opportunities to drive student learning, and provide high quality and research-based instruction for each and every student.

Amplify ELA is the Board approved curricular resource for sixth, seventh, and eighth grades. Amplify ELA lessons “build on the foundational skills learned in grades K–5. Students work with grade-level, complex literary and informational texts that feature academic language. Lessons leverage analytic reading practices to help students learn vocabulary, build knowledge, and incorporate evidence in integrated reading, writing, and discussion activities.”

Sixth grade units in District 67 include Dahl and Narrative, Mysteries and Investigations, The Titanic Collection, The Greeks, and Summer of the Mariposas. In addition, there is an immersive Quest, as well as an additional novel study unit.

[Amplify ELA](#)
[Amplify ELA Caregiver Hub](#)



MATHEMATICS

Mathematics instruction in District 67 provides the opportunity for all students to have a rigorous, engaging, and accessible curriculum which focuses on developing students' deep understanding of mathematical concepts. In order to achieve this, students engage in a high level of discourse and are exposed to multiple strategies in order to solve complex problems. The backbone of this

GOOD MATHEMATICS IS NOT
ABOUT HOW MANY ANSWERS
YOU KNOW...IT'S ABOUT HOW
YOU BEHAVE WHEN YOU DON'T
KNOW.

instruction comes from Illustrative Mathematics founded in 2011 at the University of Arizona and is a result of years of research in the field of mathematics instruction.

MATH 6 IM Math 6 at Home	MATH 6 ACCELERATED IM Math 6 Accelerated at Home	MATH 7 ACCELERATED IM Math 7 Accelerated at Home
<p>Throughout the year in Math 6, students will focus on the following topics:</p> <ul style="list-style-type: none"> • proportional thinking and using concepts of ratio and rate to solve problems; • extending the number to the system of rational numbers, including negative numbers and compare integer values; • compute fluently using common factors and multiples; • extend previous understandings to divide fractions by fractions; • rational numbers including the four operations with fractions; • writing, interpreting, solving and using expressions and 1-step equations with whole numbers; • real-world mathematical problems involving area, surface area and volume, including the use of the coordinate plane; • and developing understanding of statistical thinking. 	<p>Throughout the year in Math 6 Accelerated students will focus on the following topics:</p> <p>The course begins with a study of area and surface area concepts. This work sets the tone for later units that use area models for arithmetic using rational numbers.</p> <p>Next, students begin study of ratios, rates, and percentages with an introduction using representations such as number line diagrams, tape diagrams, and tables. Student understanding of these concepts expands by exploring fraction and decimal representations of rational numbers. They explore sums, differences, products, and quotients using intuitive methods and efficient algorithms.</p> <p>Next, students are introduced to equations and expressions including finding solutions for linear equations in one variable and basic equations involving exponents. Student understanding of ratios and rates combined with a basic understanding of equations leads students to study proportional relationships with special emphasis on circumference and area of a circle as an example and nonexample of proportional relationships.</p> <p>This is followed by looking at percentage concepts and applications such as sales tax, tipping, and markup. They learn about rational numbers less than zero expanding their understanding of arithmetic to negative numbers.</p>	<p>Throughout the year in Math 7 Accelerated students will focus on the following topics:</p> <p>Students begin the course with transformational geometry. They study rigid transformations and congruence, then scale drawings, dilations, and similarity (this provides background for understanding the slope of a line in the coordinate plane).</p> <p>Next, they expand their ability to work with linear equations in one and two variables and deepen their understanding of equivalent expressions.</p> <p>They then build on their understanding of proportional relationships from the previous course to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations.</p> <p>Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables.</p> <p>They apply their understanding of linear relationships to contexts involving data with variability. They learn that linear relationships are an example of a special kind of relationship called a function.</p> <p>They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude</p>

	<p>A brief study of data and statistics concludes the new concepts in the course.</p> <p>The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.</p>	<p>and scientific notation in order to represent and compute with very large and very small quantities.</p> <p>They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.</p> <p>The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.</p>
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SCIENCE	SOCIAL STUDIES
<p>NGSS is the foundation of the district science curriculum. In sixth grade, students explore key elements of Life and Earth sciences. Students investigate the diversity of living things with an emphasis on structure and function of organisms. Students study stability and change within ecosystems, in addition to the flow of energy and matter. Continuing with the concepts of structure and function, stability of change and energy and matter, students explore how earth systems have impacted the planet over time. Based on hands-on experiences, evidence is used to support scientific claims throughout units. Technology and engineering skills are embedded in units of study.</p> <p>Essential questions guiding student inquiry include:</p> <ul style="list-style-type: none"> • How are living things both similar and different? • How can patterns be used to make predictions? <p>For more information about the specific standards driving our units of study, please see the Next Generation Science Standards at https://www.nextgenscience.org/</p>	<p>In sixth grade, students focus on patterns of civilizations by exploring a variety of societies, and go on to analyze positive and negative impacts of global interconnectedness, and how our complicated past affects our future. Some areas of study are: Fall of the Roman Empire, Medieval and Renaissance Europe, the Byzantine Empire, Imperial China, Medieval Africa, and Mesoamerican civilizations, as well as the global impacts of the Age of Exploration and European Colonialism.</p> <p>Units of study are grounded in the inquiry process in which students acquire key concepts and skills through questioning, analysis, critical thinking, and pattern-finding. Our units are aligned to Illinois State Social Science Standards.</p> <p>Essential questions in the thematic units of study of sixth grade are:</p> <ul style="list-style-type: none"> • How can I learn from history and make sure my actions reflect my growing awareness of the world I live in and my sense of civic responsibility? • What are the impacts of global interconnectedness? • How and why do legacies evolve? <p>For more information about the specific standards driving our units of study, please see the Illinois Social Science Standards at https://www.isbe.net/socialsciences</p>

WELLNESS

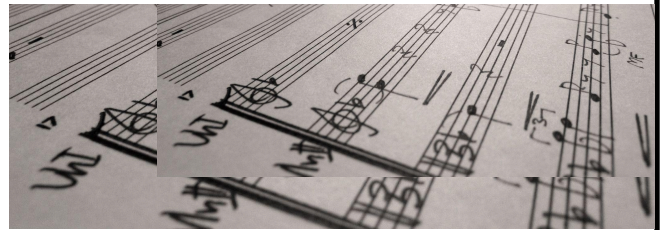
To allow each student to be successful there is a need for incorporating many different themes of physical activity focusing on promoting healthy practices throughout life. Every individual should and can be physically fit. A variety of activities promoting different student interests such as team/individual sports, team building activities and nontraditional sports keeps students interested in daily physical activity. The sixth grade students are also introduced to strength training in our fitness center. Topics in the Health curriculum include: fitness, nutrition, safety education, emotional health, drug/alcohol awareness, human development, and disease prevention.

RELATED ARTS

The arts curriculum encourages the development of creative skills, the ability to see and think through relationships of color, perspective, and aesthetics, and the capacity for individual expression through various artistic media, music, and drama. Students rotate through each of the related art courses (Art, Music, Drama and STEM) below throughout the school year. At Deer Path Middle School, students can elect to participate in Band, Orchestra or Chorus during the school day.

ART

Over the course of the semester students work with a wide variety of art materials and explore a variety of artists. Many techniques and mediums are new to the students, giving them a chance to take risks, and explore. The students work individually and in groups while being challenged on their ideas of what art is as well as their ability to recognize problems and effectively solve them.



DRAMA

In Drama, students work on the acting process through building self-awareness and self-esteem physically, emotionally and vocally. Students always begin class by warming up for their body, voice, and focus. Sixth grade students work on scene design and directing their own two person skits by exploring character work. Students use all their skills in a final drama production. A performance happens at the end of each semester.

MUSIC

By the end of sixth grade, the students will be able to demonstrate an understanding of rhythm, melody, harmony, form and expressive elements through playing, singing, composing, improvising, movement and other assessment strategies.

New concepts are taught by using a combination of imitation, exploration, improvisation and visualization. While music literacy (visualization) is taught, it is not the sole focus. The ultimate objective of this general music program is to foster creativity and independent musicianship.

SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS (STEM)

STEM is based on the idea of educating students in four disciplines: Science, Technology, Engineering, and Math in an interdisciplinary and applied approach. STEM will challenge learners to think critically, problem-solve, collaborate and communicate as they engage in personally relevant learning.

BAND, ORCHESTRA, and CHORUS

By infusing a passion for music through a choice of band, orchestra or chorus, Deer Path students grow their talents by creating, performing, analyzing, and responding to various genres and cultures.

WORLD LANGUAGE

The study of world language and culture provides students with the communication tools necessary for success in the pluralistic societies of the United States and abroad. In District 67, world language instruction focuses on the American Council on the Teaching of Foreign Languages (ACTFL - www.actfl.org) 5 Cs:

Communication – conversing in the target language and understanding thoughts and ideas spoken by people of other cultures

Cultures – comparing and contrasting their own culture with another culture

Connections – applying information and skills acquired in world language class to their studies in other classes

Comparisons – developing a more profound understanding of their own language by studying a world language

Communities – exploring uses of world language outside of the class

Students in sixth grade continue their study of the language selected in fifth grade. Students participate in a world language class for 40 minutes daily.

ADVANCED MANDARIN

In sixth grade, students describe family and friends' personalities, describe school events and school activities, borrow and purchase school supplies, give comments and preference on food and how to order a variety of dishes in Chinese restaurants, and describe their neighborhood and community.



Throughout the year, they:

- use the correct measure words for school supplies and have a rap performance about school supplies
- read and listen to authentic Chinese interpretive materials and interpretive main ideas and detailed information
- have spontaneous conversations with their fellow students on the school events and activities they participate in, daily food/meal preference and give comments on why certain

food is good/not good for your health; answers are in a series of complex and simple sentences

- make a poster to introduce their idols' appearance, personalities, hobbies and the reason why they could be the idols; presentation is supported by visuals
- develop their presentation skills in both speaking and written forms in paragraphs

FRENCH

In sixth grade, French students learn to describe their activities outside of school, school life, and their extended family life. They read their first short novel in French at the novice proficiency level.

Throughout the year, they:

- read authentic French interpretive pieces for each unit of instruction, giving basic information about what they read
- interact physically with vocabulary
- research cultural topics on each unit of instruction to compare and contrast with their own culture
- create presentations on their life, their likes and dislikes, their family, as well as their dreams for the future in simple sentences
- interact with fellow students in various situations for interpersonal conversations at the novice proficiency level, using basic sentence structures

LATIN

In sixth grade, Latin students learn the use of the nominative, accusative vocative cases. Students learn all three persons as well as the singular and plural form of the verbs. Students will be able to identify the following parts of a sentence: subject, verb, direct object, prepositional phrase.

Students learn about Roman daily life, household slaves, the typical roles of men, women and children in ancient Rome. Students learn about religious holidays like Saturnalia. Students learn Latin vocabulary as well as English derivatives that come from these words.

Throughout the year, they:

- read Latin passages about a family residing in Baiae in 80AD
- answer questions about Latin passages in Latin
- schematize Latin sentences
- celebrate the Roman holiday of Saturnalia
- write stories using their English derivatives

SPANISH

In sixth grade, Spanish students learn what makes their school unique, how to maintain a healthy daily routine and make plans accordingly, and compare and contrast their daily activities to Latin-American youth.

Throughout the year, they:

- read and listen to authentic passages and interpret details and vocabulary about Latin-American schools and students, restaurants and supermarkets, daily activities, etc
- engage in spontaneous interpersonal conversations about school schedules, food preferences, making plans, their emotions, and using chunked vocabulary
- write and present a restaurant skit in a realistic Latin-American setting

- create and present a scrapbook or blog comparing their routines to those of Latin-American youth
- read and analyze Spanish novel Pobre Ana and virtually experience and interpret information from various Latin-American supermarkets, cities, banks, and schools via authentic resources
- write a composition narrating their identity through school life, daily routine, and cultural experiences

LIBRARY/INFORMATION LITERACY

The library program for sixth grade students encourages the independent use of the library. The love of reading is emphasized and students choose books to read for pleasure, seek answers, and explore topics of interest to them. Students deepen their research skills and focus on accessing, using and evaluating print and non-print materials. Digital citizenship skills are embedded within the curriculum. The librarians are instructional partners who collaborate with teachers to design and teach engaging inquiry and learning experiences.

DIFFERENTIATED LEARNING OPPORTUNITIES

All students experience differentiated instruction throughout their days in a variety of ways. Differentiation can look like personalizing a student's experience in goal-setting, small group work, or individualized conferences. It can also include altering the product a student works toward, providing a different process to use to get to an end goal, or allowing students to pursue passions and interests. All of these possibilities are supported by both classroom teachers and specialists alike, as well as inside the classroom and beyond.



Educating Without Boundaries...Learning Without Limits