CAPP 6 Syllabus

# The CAPP Program in Middle School

The CAPP program is designed to challenge students as they delve deep into the 6th grade content. Below are descriptions of the main components of the CAPP program. It is important to note that while all of these components will be present throughout the year, they may not all be present for each “subject area” each quarter.

 Additionally, while the 6th grade CAPP class is the only self-contained middle school classroom, 6th grade CAPP students are held to the same middle school policies and expectations all 6th-8th grade students are accountable for. Many of these policies are a change from the policies you and our student were accustomed to in the elementary classrooms. A short adjustment period is normal, and please feel free to ask me any questions you may have.

## Socratic Seminar

* A teaching strategy to encourage students to engage in critical thinking, listening, communicating, and wonder
* A forum in which students determine the flow of classroom discussion and teachers serve as facilitators
* An atmosphere of intellectual engagement, cooperation, and conversation where students learn the difference between DIALOGUE and DEBATE
* The goal is not to answer questions, but to generate more questions and create a forum to discuss these questions

## Habits of the Mind

* **H**ow individuals behave when confronted with life’s problems when the answers to those problems are not immediately known to them.
* The larger goal is for enhanced performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve complex problems.
* Achieving this vision requires the internalization of certain dispositions, propensities or Habits of Mind.

## Problem Based Learning

* Inquiry-based learning
* Student-driven
* Provides a rich opportunity for students to deepen their knowledge
* Expand their repertoire of technical skills
* Enhance their appreciation of thinking tools, processes and strategies
* Cooperative learning groups

## Project Based Learning

* Students are active, not passive; a project engages their hearts and minds
* Real-world relevance for learning
* Apply knowledge to new situations
* 21st century competencies such as critical thinking, communication in a variety of media, and collaboration
* Modern technology – teachers and students can connect with experts, partners, and audiences around the world
* Engaged students doing high-quality, meaningful work

## Community Service:

* **Community service** is a donated **service** or activity that is performed by someone or a group of people for the benefit of the public or its institutions.

The 6th grade Curriculum

# English Language Arts

**Module 1: Myths: Not Just Long Ago**

What is the hero’s Journey? What makes a myth? Why do myths matter?

Unit 1: Percy Jackson and the Hero’s Journey

Unit 2: Elements and Theme of Mythology in the Lightning Thief

Unit 3: Culminating Project: My Hero’s Journey Narrative

**Module 2: Working with Evidence: Rules to Live By**

What are “Rules to Live by”? How do people formulate and use “rules” to lead better lives? How do people communicate these “rules” to others?

Unit 1: Analyzing Figurative Language, Word Choice, Structure and

Meaning

Unit 2: Analyzing Structure and Communicating Theme in Literature

Unit 3: Writing to Inform: “My Rules to Live By”

**Module 3: Reading Closely and Writing to Learn: Point of View and Perspective**

How does an author develop the narrator’s point of view and perspective? How does an author’s culture affect his perspective, and how is that perspective communicated through his writing? How does an author’s purpose affect the narrator’s point of view? What is the purpose of a newspaper article?

Unit 1: Narrator’s Point of View and Evidence of Author’s Perspective in

*Dragonwings*

Unit 2: Comparing Varying Points of View of the Same Topic or Event

Unit 3: Writing a Newspaper Article about the 1906 San Francisco

earthquake and Fires

**Module 4: Reading for Research and Writing an Argument: Insecticides: Costs vs.**

**Benefits**

Do the benefits of DDT outweigh its harmful consequences? How do human actions affect the natural world? How do different authors approach providing information and making an argument? How does reading for research help me to form an opinion and make an argument?

Unit 1: Learning From Frightful’s Perspective

Unit 2: Research: Do the benefits of DDT outweigh its harmful

consequences?

Unit 3: Writing: Position paper about the Use of DDT

**\*\* During Unit 2 of each Language Arts Module, students begin an independent reading assignment.**

# Mathematics

**Module 1: Ratios and Percent**

Topic A: Representing and Reasoning about Ratios

Topic B: Collections of Equivalent Ratios

Topic C: Unit Rates

Topic D: Percent

**Module 2: Arithmetic Operations Including Division of Fractions**

Topic A: Dividing Fractions by Fractions

Topic B: Multi-Digit Decimal Operations – Adding, Subtracting, and Multiplying

Topic C: Dividing Whole Numbers and Decimals

Topic D: Number Theory – Thinking Logically About Multiplicative Arithmetic

**Module 3: Rational Numbers**

Topic A: Understanding Positive and Negative Numbers on the Number Line

Topic B: Order and Absolute Value

Topic C: Rational Numbers and the Coordinate Plane

**Module 4: Expressions and Equations**

Topic A: Relationships of the Operations

Topic B: Special Notations of Operations

Topic C: Replacing Letters and Numbers

Topic D: Expanding, Factoring, and Distributing Expressions

Topic E: Expressing Operations in Algebraic Form

Topic F: Writing and Evaluating Expressions and Formulas

Topic G: Solving Equations

Topic H: Applications of Equations

**Module 5: Area, Surface Area, and Volume Problems**

Topic A: Area of Triangles, Quadrilaterals, and Polygons

Topic B: Polygons on the Coordinate Plane

Topic C: Volume of Right Rectangular Prisms

Topic D: Nets and Surface Area

**Module 6: Statistics**

Topic A: Understanding Distributions

Topic B: Summarizing a Distribution that is Approximately Symmetric Using the

Mean and Mean Absolute Deviation

Topic C: Summarizing a Distribution that is Skewed Using the Median and the

 Interquartile Range

Topic D: Summarizing and Describing Distributions

# Social Studies

**Strand 1: American History**

Concept 1: Research Skills for History

Concept 2: Early Civilizations

Concept 10: Contemporary United States

**Strand 2: World History**

Model UN

All 6th – 8th grade middle school students also participate in Model United Nations. **Model UN is a yearlong project** in which students research various aspects of their chosen country. This research prepares students to represent their country’s interest in a simulated UN committee as they work to create resolutions to various world issues.

Although Model UN is largely viewed as a Social Studies project, the skills involved in this long term assignment are cross curricular. Therefore **some Model UN assignments will be counted towards student’s grades in multiple subject areas.**

Concept 1: Research Skills for History

Concept 2: Early Civilizations

**Strand 3: Civics/Government**

Concept 1: Foundations of Government

Concept 3: Functions of Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

Concept 5: Government Systems of the World

**Strand 4: Geography**

Concept 1: The World in Spatial Terms

Concept 2: Places and Regions

Concept 3: Physical Systems

Concept 4: Human Systems

Concept 5: Environment and Society

Concept 6: Geographic Applications

**Strand 5: Economics**

Concept 1: Foundations of Economics

Concept 5: Personal Finance

# Science

**\*\*Please Note the Science Curriculum will not necessarily be taught in this order\*\***

**Strand 1: Inquiry Process**

Concept 1: Observations, Questions, and

Hypotheses

Concept 2: Scientific Testing (Investigating and

Modeling)

Concept 3: Analysis and Conclusions

Concept 4: Communications

**Strand 2: History and Nature of Science**

Concept 1: History of Science as a Human Endeavor

Concept 2: Nature of Scientific Knowledge

**Strand 3: Science in Personal and Social Perspectives**

Science Labs

Throughout the school year, students will participate in various science labs. Labs are designed to strengthen content taught in the classroom by allowing students hands on investigation.

Labs often involve the use of various scientific equipment and/or tools. Students are taught proper lab safety procedures in the beginning of the year, which are reviewed before each lab activity. **Failure to follow lab safety protocol can result in temporary suspension from lab participation**.

All students will be able to participate in most science labs performed in class. However, **some labs will require specific parental permission in order for a student to participate**. It is always at the parents’ discretion to allow or excuse their child from such labs. Students excused from a lab will be given an alternative assignment for that grade.

Concept 1: Changes in Environments

Concept 2: Science and Technology in Society

**Strand 4: Life Science**

Concept 1: Structure and Function in Living Systems

Concept 3: Populations of Organisms in an

Ecosystem

**Strand 5: Physical Science**

Concept 3: Transfer of Energy

**Strand 6: Earth and Space Science**

Concept 1: Structure of the Earth

Concept 2: Earth’s Processes and Systems

# Unique to CAPP

When Mrs. Hirsch and parents feel the class is ready (usually in January), students participate in a class novel study of Sean Covey’s *7 Habits of Highly Successful Teens*. The book focuses on 7 habits teens of all ages need in order to be successful. The novel is written in friendly language with cartoons, comics, and pictures that accompany the different sections of the book. *7 Habits of Highly Successful Teens* is used in conjunction with, and to build upon the Habits of the Mind already integrated into the CAPP classroom. Overall the book encourages students to be self-reflective and set goals for themselves as they see most relevant to their individual lives.