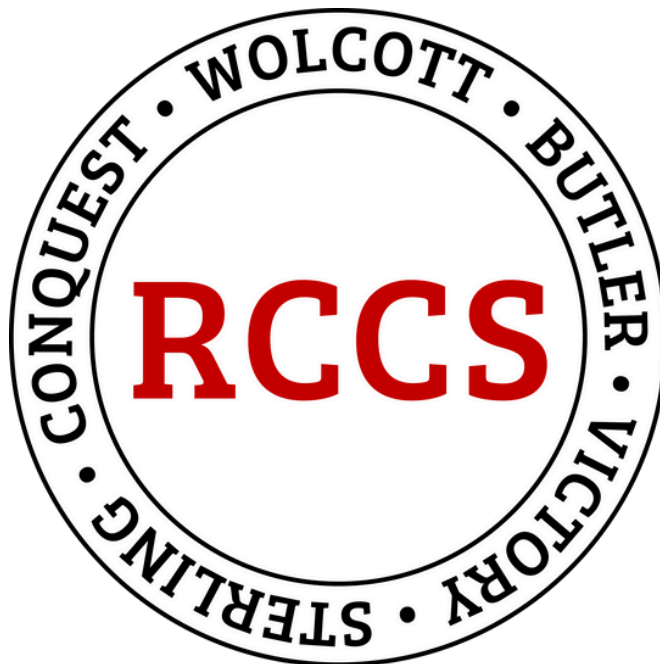


Welcome to Sixth Grade

RCCSD FAMILY GUIDE

2024-2025



The New York State Education Department sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Important Concepts

To learn English Language Arts and Literacy at every grade, your child will:

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

To learn social studies at every grade, your child will:

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

To learn mathematics at every grade, your child will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

To learn science at every grade, your child will:

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Meet Our Team



Mrs. Bartholomew



Mrs. Snyder

Mrs. Snyder has taught for 35 years at Cuyler Elementary. She enjoys teaching all grade levels, and is excited to spend this year in 6th grade.



Ms. Keefe



Ms. Shannon



Mr. Wanek



ENGLISH LANGUAGE

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Move from writing opinions to writing arguments using evidence and quotations from texts.
- Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- When citing evidence from a text, decide whether to quote the text directly or to paraphrase it.
- In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas.
- Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.
- Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What are you reading about in ELA class?
- How do you use text-based evidence to support a claim in your writing?
- What do you enjoy writing about?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Read and comprehend literary and informational texts that are appropriately at or above grade level.
- Describe how a story's plot develops and how characters change during the story.
- Summarize a text objectively, without personal opinions.
- Understand how different words can have similar meanings but very different connotations.
- Understand what plagiarism is and how to avoid it.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- In literary texts, identify the point of view and explain how it is developed and conveys meaning.
- Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.
- Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.
- Use precise language and content-specific vocabulary to argue a claim.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Types of books your child should be reading at home
- Strategies to help your child improve their reading level
- Types of writing your child is working on



MATHEMATICS

NYS MATH LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
- Writing, interpreting, and using expressions and equations;
- Deepening understanding of area, surface area and volume; and
- Developing understanding of simple probabilities and statistical thinking.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Use reasoning about multiplication and division to solve ratio and rate problems about quantities;
- Connect understanding of multiplication and division with ratios and rates by viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities; and
- Expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions.
- Use the meaning of fractions and relationships between multiplication and division to understand and explain why the procedures for dividing fractions make sense;
- Extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, particularly negative integers; and
- Reason about the order and absolute value of rational numbers and about the location of points on a coordinate plane.
- Write expressions and equations that correspond to given situations, using variables to represent an unknown and describe relationships between quantities;
- Understand that expressions in different forms can be equivalent, and use the properties of operations to rewrite and evaluate expressions in equivalent forms; and
- Use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations.
- Find areas of polygons, surface areas of prisms, and use area models to understand perfect squares; and
- Extend formulas for the volume of a right rectangular prism to fractional side lengths and use volume models to understand perfect cubes.
- Understand the probability of a chance event and develop probability models for simple events.

QUESTIONS YOU CAN ASK YOUR CHILD:

- How can you use the math that you learned today?
- Have you completed your weekly review? How many times have you turned it in to be checked? Have you fixed your mistakes?
- Are you using an agenda to stay organized and to meet assignment deadlines, as well as to mark important upcoming dates such as quiz/tests, field trips, etc.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Your child's readiness for advanced math courses.
- Is my child actively engaged in class?
- Is my child completing assignments on a regular basis?
- What resources can I access at home to support what my child is learning at school (i.e. SchoolTool, Google Classroom, websites)?



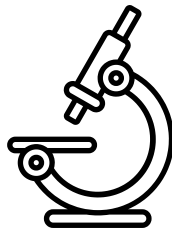
SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- The focus of this course is to provide students with the skills they need to be analytical and critical thinkers. These learning outcomes are based upon the Next Generation Science Standards.



BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Have a basic understanding of the interactions between the Sun, Earth and Moon.
- Describe the interior of the Earth.
- Make observations of common rocks and minerals.
- Describe how rocks are able to be destroyed and reformed as part of the rock cycle.
- Have a basic understanding of the dynamic Earth, including plate tectonics, volcanoes, earthquakes, weathering, and erosion.
- Have a basic understanding of the history of Earth.
- Describe the composition and structure of the Earth's atmosphere.
- Explain weather variables and how they interact to create weather patterns.
- Describe how the actions of humans have an impact on the Earth.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What are your Spelling/Vocabulary words for this week?
- What topic are you currently studying?
- How are you doing on completing your classwork/homework?
- What have you been writing in your Science Journal?
- Have you studied for your quiz/test for Friday?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Effort points earned/available
- Working behavior in a small group setting
- Contributions to whole class discussions





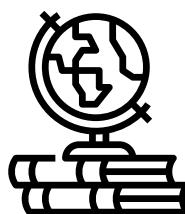
SOCIAL STUDIES

NYS SOCIAL STUDIES FRAMEWORK



NEW LEARNINGS & FOCUS AREAS:

- Present-day Eastern Hemisphere Geography
- The first humans through the Neolithic revolution in the eastern hemisphere
- Early River Valley civilizations
- Comparative world religions
- Comparative classical civilizations in the eastern hemisphere
- Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates
- Interactions across the eastern hemisphere



QUESTIONS YOU CAN ASK YOUR CHILD:

- What topics have you researched recently?
- What did your research teach you?
- How does your learning help you understand the world?
- Why is it important to study history?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.
- Compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and Neolithic Age.
- Examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.
- Identify similarities and differences across belief systems, including their effect on social order and gender roles.
- Examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.
- Examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith,
- Examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Is my child active and engaged in class?
- Is my child keeping up with classwork and homework?
- Is my child's binder organized for success?
- How can my child be more active in the community or school?





SOCIAL-EMOTIONAL LEARNING

NYS SEL BENCHMARKS



NEW LEARNINGS & FOCUS AREAS:

- Strategies for academic success, belonging, growth mindset, helping others, planning ahead, perspective-taking, resilience and starting right.
- Core Competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Strategies for recognizing bullying and harassment including knowing the effects of bullying and strategies for being an upstander
- How emotions affect decisions and the brain
- Proactive ways to positively navigate and manage relationships and social conflict

QUESTIONS YOU CAN ASK YOUR CHILD:

- How do you make positive choices in school?
- How are you a good friend to someone?
- How did your emotions affect your decisions today?

BY THE END OF MIDDLE SCHOOL, STUDENTS SHOULD BE ABLE TO:

- Identify the connections between their thoughts, feelings, and behaviors.
- Apply self-regulation skills to effectively express emotions, including strong emotions.
- Explore and assess school and community assets and opportunities to identify resources that will contribute to their identity development.
- Develop a plan and prioritize steps in working toward a goal.
- Monitor progress on a short-term goal and make necessary adjustments to their plan to work toward their goal.
- Practice respectful curiosity to better understand others' lived experiences.
- Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication
- Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How does my child handle a difficult situation?
- How can I help my child handle conflict?





SPECIAL AREA CLASSES

NYS ART LEARNING STANDARDS

NYS CTE MODULES

NYS MUSIC LEARNING STANDARDS



IN SIXTH GRADE, STUDENTS WILL PARTICIPATE IN THE FOLLOWING SPECIAL AREA CLASSES:

- Art
- Career Awareness
- Library and Media Skills
- Physical Education
- Technology
- Band (optional)
- Chorus (optional)

QUESTIONS YOU CAN ASK YOUR CHILD:

- What career interests do you have for the future?
- What subjects do you enjoy learning outside of your core classes?
- What talents have you discovered in your special area classes?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Develop critical thinking skills through problem-solving activities.
- Apply reasoning to analyze information and make informed decisions.
- Conduct basic research using library and online resources.
- Evaluate information for credibility and relevance.
- Explore and express creativity through various mediums.
- Develop a personal style in art and other creative endeavors.
- Navigate and use technology tools effectively.
- Understand digital safety and responsible online behavior.
- Collaborate with peers on projects and activities.
- Develop teamwork skills in different class settings.
- Set and work towards personal and academic goals.
- Create plans to achieve short-term and long-term objectives.
- Explore and appreciate diverse perspectives in art, literature, and career choices.
- Foster an understanding of cultural diversity.
- Adapt to new challenges and learning environments.
- Embrace a growth mindset towards learning and improvement.
- Showcase acquired skills through presentations and performances.
- Develop confidence in artistic expression.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What particular interests and talents does my student demonstrate that I can support at home?
- How does my student do with time management across a diverse schedule of classes?

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