

Grade 6

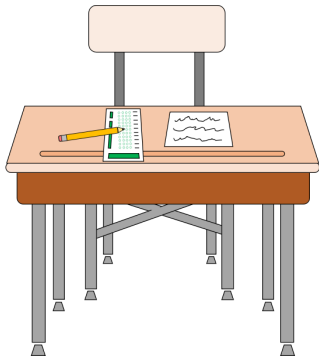
HOLBROOK
SCHOOL



Our Mission: RSU 63 is a community of learners dedicated to providing a safe, supportive and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

*** NOTE: This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. ***

Grade Level Expectations



“In 6th grade students will be changing classes and having different students in their classes for the different content areas within the team teaching model. There is a lot of interactive hands-on learning along with building a supportive and collaborative culture.”

Homework & Support FromHome

Core Values

Respect

Compassion

Honesty

Courage

Responsibility

Kindness

Homework is given most nights. Projects are given throughout the year, with some work expected to be done at home.

Parents can access grades as well as missing assignments by logging on to Infinite Campus, a tool we use for all our students.

Help students create a homework schedule. They can budget time for other activities as well (dinner, Screen time, free time, etc.)

Scheduling Tips:

- Plan 5 extra minutes per assignment to assure enough time to complete
- Schedule more difficult assignments when adult support is available
- Schedule longer assignments before shorter assignments.

Language Arts

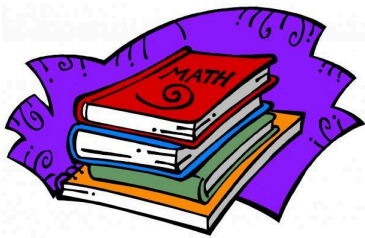


“Grade 6 students will be learning reading and writing using ‘Into Literature’. The goal of all reading instruction is to help students become competent readers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning and use literacy for lifelong learning, empowerment, and enjoyment. Grade 7 students are taught to gather relevant and reliable information to enhance their writing. Through rigorous lessons, collaborative efforts, and the use of technology, students will create clear and appropriate writing including narrative, informational, and opinion pieces.”

Students in Grade 6 will:

- Read a wide range of literature, including stories, plays and poems. Also, they will be reading to learn information about history, the world, science and other areas. (6.R.5-11)
- Read a range of appropriately challenging books, articles and texts. Connecting students with books in their independent range, as measured by benchmark reading assessments, provides an ideal level of reading challenge. (6.R.5a,b 6.R.6, 6.R.12.a,b)
- Demonstrate the understanding of material by answering questions and contributing to class discussions. (6.SL.1.a-e, 6SL.2.a-c)
- Compare and contrast texts in different forms or genres (ex. Stories, poems, etc.) (6.L.4)
- Plan, revise and edit increasingly complex narrative, informational and opinion pieces of writing. (6.L.3.a-d, 6.W.2.a-c)
- Research, cite reliable sources, use well-chosen facts to develop and write about a topic (6.L.4.c, 6.W.1.a-d)
- Produce final pieces with correct punctuation and spelling. (6.L.2.a-e)

Math



“Grade 6 students will be learning pre-algebra math concepts using ‘iReady’ as the main resource. All lessons engage and reinforce students’ mathematical thinking with a variety of rich practice opportunities that reflect the rigor of the standards. The practice in both programs solidifies students’ conceptual understanding, allows them to develop fluency and provides opportunities to apply their learning to novel situations.”

Students in Grade 6 will...

- Use ratios and unit rates to solve problems (6.RP.A.1, 6.RP.A.2)
- Be able to multiply and divide fractions (6.NS.A.1, 6.NS.B.4)
- Fluently use all operations with decimals (6.NS.B.3)
- Write, read and evaluate expressions with numbers and variables (6.NS.C.5,6,7 6.EE.A.1,2,3,4)
- Display numerical data in plots on a number line, including dot plots, histograms and box plots (6.SP.A.1)
- Be able to find mean, median, mode and range of a set of data (6.SP.A.2)
- Find the area of triangles and use the area of triangles and rectangles to find the area of other shapes (6.G.A.1,2)

Science



“Students at the grade 6 level will be using SEPUP from the UMO Rise Center. This is an engaging curriculum rooted in real-world issues, has a built in assessment system, and has systemic growth in students' work and writing performance The research-based curricula is built on rigorous research in content, cognitive development, and educational best-practice. These programs require ongoing evaluation for efficacy in student understanding and are linked to highly regarded institutions that also have a stake in maintaining their reputation of excellence.”

Students in Grade 6 will...

- Solar Systems: Develop and use a model of the Earth-sun-moon system to describe cyclic patterns of lunar phases, eclipses of the sun/moon, seasons, the role of gravity. Analyze/interpret data to determine scale properties of objects in the Solar System. (MS-ESS1-1, MS-ESS1-2, MS-ESS1-3)
- Earth's Resources: Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Construct a scientific explanation based on evidence for how the uneven distributions of resources are the result of past & current geoscience processes. (MS-ESS2-1, MS-ESS2-2, MS-ESS2-3)
- Geological Processes: Construct a scientific explanation using evidence from rock strata to organize Earth's rock strata history and how geoscience processes have changed the Earth's surface and study evidence of past plate motions. (MS-ESS1-4, MS-ESS2-2, MS-ESS2-3)
- Weather: Collect data for evidence of changes in weather conditions, patterns of circulation and questions the rise of global temperatures. (MS-ESS2-5, MS-ESS2-6, MS-ESS3-5)
- Land,Water & Human Interactions:Use data to analyze natural hazards, design a method for monitoring human impact. (MS-ESS3-2,3,4)

Social Studies



“Students in grade 6 will focus on understanding how civilizations developed over time. They will begin with studying prehistory, following a timeline of ancient civilizations throughout the world from 7000 BC until the early 1500's AD. Regions investigated include Asia, the Middle East, Europe, Africa and the Americas. The study of primary and secondary sources is crucial in documenting the history of our world. In using these sources, students gain a better understanding of how civilizations developed over time.

Students in Grade 6 will ...

- Discover how government emerged over time through the study of ancient cultures, including first written laws, caste systems and leaders of people (pharaoh, monarch, dynasty, emperor, king), learn how the acceptance of gods or deities controlled aspects of ancient civilizations and understand the importance of societies that work as cooperative units and how it leads to the development of greater civilizations. - Civics & Government (6-SS-CG)
- Develop an understanding of how agriculture led to the division of labor, development of tools, art and cultural activities. -Economics (6-SS-E)
- Locate major river systems and discuss other physical characteristics that supported permanent settlement and early civilizations. Natural landforms will be examined in terms of how they provided protection and sustained life - Geography (6-SS-G)
- Develop an increased understanding of early civilizations, drawing conclusions about the relationships between them and current society, government, civic organizations, inventions and technology- History (6-SS-H.1)
- Understand how geography/resources influenced Pre-Columbian Maine Native American religion, government and culture and how outside societies influenced the Maine Wabanaki- Maine Native Americans. (6-SS-H.2)

Art



“We live in a world filled with visual images, which affect and are affected by our presence. Understanding the role these images have on our lives (individually, collectively, and interactively) is needed to better comprehend the potential of all aspects of the world. Through the study of criticism, aesthetics, studio production and history, art education provides the various skills and knowledge necessary for critically interpreting and appreciating the role visual images have in life. The goal of the Art Program is to have students explore a wide range of artistic avenues and to develop life-long learners that can recognize and appreciate the importance and significance of designed products in our world. Art can be a communication tool and a form of stress relief and enjoyment.”

Students in grade 6 will ...

- Recognize and utilize the organizational qualities of the design principles in a piece of artwork (D.A1.6.a,b D.A2.6.a-c)
- Compare and contrast the elements and principles in two or more works of art. (D.A3.6, D.B1.6)

Physical Education



“ Our physical education program provides students opportunities to develop their motor, cognitive and social skills through recreational activities, games and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming life-long learners.”

Students in Grade 6 will ...

- Discuss terminology relating to sports, muscles, health, etc. (6.PE.5)
- Model sport-specific safety rules (for example- soccer) (6.PE.1)
- Recall, describe and exhibit cooperative skills such as listening, communication and teamwork (6.PE.5)
- Model acceptable social skills during physical activities, games and sports (6.PE.4)

Music



*“ Students in Grade 6 have the opportunity to participate in Band. ‘Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything’- Plato
See music standards*

Students in Grade 6 will...

- Be able to recognize and identify basic musical terms and symbols
- Be able to understand the art of writing a basic musical parody
- Be able to successfully identify characters, plot lines and song selections from a chosen movie musical
- Become knowledgeable and aware of proper audience etiquette
(B.D2.6.b, B.C1.6, B.A1.6.a, B.C2.6)



Spanish

“The goal of the Spanish Program is to allow students to learn to use Spanish to communicate and interact effectively, to learn about Spanish culture, acquire effective language learning strategies and to become lifelong learners as world citizens.”

Students in Grade 6 will ...

- Continue with numbers through 100 and be able to read, write, say and comprehend through listening in Spanish
- Identify class and school related nouns through reading, writing, speaking and listening comprehension
- Identify definite and indefinite articles, as well as the gender and/or number that each indicates
- Tell time, as well as use time expressions. For example- half past and noon.

Please note: As we transition to instruction in Spanish, students may take longer to reach these learning goals.

Health



“ Each year, students receive education in health skills and content. Students will use skills such as decision-making and goal setting to enhance their health, learn how to access valid health information, products and services. They will understand influences that affect the health of themselves and others and advocate for personal, family and community health.”

Students in Grade 6 will ...

- identify circumstances that can help or hinder healthy decision making and require a thoughtful decision-making process. Students will also identify when decisions can be made independently and when they require assistance.
- Begin distinguishing between healthy and unhealthy choices and the potential short-term impacts of each on themselves and others. They will be able to select the healthy alternative and analyze the outcome of that choice. These skills will be primarily focused on the content of nutrition.
- Begin to acquire the ability to advocate for personal, family, and community health. They will state a positive health position and give correct information about that topic.
- Demonstrate how to support and influence others in making positive health choices and will work together to advocate for healthy individuals, families, and schools. They will pay close attention to how health messages can be adapted for different audiences. These skills will be primarily focused on the content of disease and illness prevention.
- Interact with valid health information from home, school, and the community and analyze the validity of the information, health products, and services. They will also describe situations that may require professional services and will know how to locate those services. This content will allow students to explore environmental and consumer health elements such as pollution and secondhand smoke, food handling and labeling, and how to keep skin safe.

(6-HE-1.1-4, 6-HE-2.1&2, 6-HE-3.1&2, 6-HE-4.1&2, 6-HE-5.1&2)

School Counseling Program



“Students in Grade 6 will receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas:

- 1. Academic Success- Maximizing a student’s ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept.*
- 2. Career Development- Building a successful future by exploring careers, setting goals and relating education to success in the world of work*
- 3. Personal and Social Development- Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more.*

Students in Grade 6 will...

- Apply effective learning styles, communication skills, persistence and time/task management to positively influence school performance.
- Develop hobbies, vocational interests and learn to balance schoolwork and leisure time.
- Develop effective coping skills to manage stress, conflict and life events

Technology



“RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students’ use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be connected learners who know that learning does not only happen in the classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology.”

Students in Grade 6 will...

- Use Digital citizenship to recognize and describe the potential risks, dangers and permanent consequences of digital actions.
- Be Creative Communicators by, with guidance from an educator, creating, publishing and presenting projects related to content areas using a variety of tools such as charts and/or graphics.
- Be Empowered Learners by setting, managing, reflecting upon and revising personal learning goals, using age appropriate technology and celebrating progress towards those goals.
- Construct Knowledge by researching and evaluating sources effectively; cite sources using propeller MLA bibliography format