

Welcome to 6th Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science



English Language Arts

Reading, Writing, Speaking, Listening, and Research

Informational Text

- Cite textual evidence that most strongly supports what the text says explicitly as well as inferences from the text
- Assess Point of View or purpose shapes the content and style of text
- Make strategic use of digital media and visual displays of data to express information and enhance understanding or presentations

Literature

- Determine central ideas and themes of a text and analyze their development by citing evidence from the text
- Assess Point of View or purpose shapes the content and style of text
- Evaluate the argument and specific claims in a text, including providing reasoning and relevance to the claim
- Analyze how two or more texts address similar themes to build knowledge and compare the approaches an author takes

Writing:

- Write argument, explanatory or narratives to convey ideas, experiences and opinions
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences
- Prepare and participate in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills



English Language Development

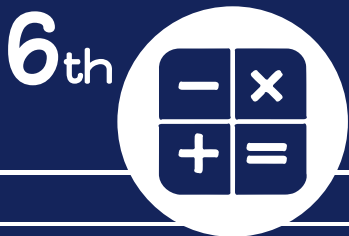
(English Language Learners ONLY)

Overview:

- English Learners read, analyze, interpret literary and informational text
- Students learn text structure, language features, and vocabulary depending on purpose and audience
- Use their primary home language to help build proficiency in the English language
- Actively contribute in class
- Demonstrate knowledge of content orally and through writing
- Develop proficiency based on task purpose, audience and type
- Use language appropriate to their grade level in meaningful ways

Grade Five students will:

- Interact in meaningful ways in English
- Learn about how English works
- Use foundational literacy skills



Mathematics

Grade 6 students should master:

- Division of whole numbers
- Division of fractions
- Operations with decimals
- Evaluating expressions w/ whole-number exponents
- Interpreting, ordering, and plotting rational numbers on a number line of or on a coordinate plane
- Solving one-step algebraic equations
- Understanding & using ratio reasoning to solve problems
- Order of operations with exponents

6th Grade Overview:

- Students will learn the concept of rates and ratios and use these tools to solve word problems
- Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals
- Students will extend their previous work with fractions and decimals to understand the concept of rational numbers-any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75 or 2
- Students will also learn how to write and solve equations-mathematical statements using symbols, such as $20+X=35$ -and apply these skills in solving multi-step word problems

In Math, students 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 structure.
- Look for and express regularity in repeated reasoning.



Science

Next Generation Science Standards

Guiding Concept: Systems within organisms and between them are adapted to Earth's climate systems.

Life Science:

- All living things are made of cells
- The body is a system made of interacting subsystems
- Variations of inherited traits arise from genetic differences
- Genetic traits and local conditions affect the growth of organisms
- Organisms rely on their body structures and behavior to survive long enough to reproduce
- Local conditions affect the growth of organisms
- Organisms rely on their body structures and behavior to survive, but these adaptations may not be enough to survive as the climate changes

Earth & Space Sciences:

- Water cycles among the land, ocean, and atmosphere
- Weather and climate involve interactions among Earth's subsystems
- The movement of water and interacting air masses helps determine local weather patterns and conditions

Earth & Space Sciences:

- The ocean has a strong influence on weather and climate
- Energy input from the Sun varies with latitude, creating patterns in climate
- Energy flow through the atmosphere, hydrosphere, geosphere, and biosphere affect local climate
- Density variations drive global patterns of air and ocean currents
- Human changes to Earth's environment can have dramatic impacts on different organisms
- Burning fossil fuels is a major cause of global warming
- Strategic choices can reduce the amounts and impacts of climate change

Physical Science:

- Temperature measures the average kinetic energy of the particles that make up matter
- Energy transfers from hot materials to cold materials
- The type and amount of matter affects how much an object's temperature will change

Engineering, Technology, and applications to Science:

- Design Criteria
- Evaluate Solutions
- Analyze data
- Iteratively test and modify

Students will learn about

Science focuses on:

- Phenomena to Performance Task
- Disciplinary Core Ideas
- Cross Cutting Concepts
- Science and Engineering Practices



History-Social Science

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Tools and Concepts

- Civics
- Economics
- Geography
- History

Dimension 3: Evaluating Sources and Using Evidence

- Gathering and Evaluating Sources
- Developing Claims and Using Evidence

Dimension 4: Communicating Conclusions and Taking

- Communicating and Critiquing Conclusions
- Taking Informed Action

Students will learn about:

- **Origins of Culture and Civilizations**
- **Early Civilizations**
- **Greek Civilization**
- **The World of the Romans**

World History and Geography: Ancient Civilizations



Arts

California Art Standards

Artistic Processes

Creating

Conceiving and developing new artistic ideas and work.

Performing (dance, music, theatre)

Realizing, interpreting, and presenting artistic ideas and work.

Presenting (visual arts)

Interpreting and sharing artistic work

Producing (media arts)

Realizing and presenting artistic ideas and work

Responding

Understanding and evaluating how the arts convey meaning

Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards: Students will...

1. **Generate** and conceptualize artistic ideas and work.
2. **Organize** and develop artistic ideas and work.
3. **Refine** and complete artistic work.
4. **Analyze**, interpret, and select artistic work for presentation.
5. **Develop** and refine artistic work for presentation.
6. **Convey** meaning through the presentation of artistic work.
7. **Perceive** and analyze artistic work.
8. **Interpret** intent and meaning in artistic work.
9. **Apply** criteria to evaluate artistic work.
10. **Synthesize** and relate knowledge and personal experiences to make art.
11. **Relate** artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence

6th



Information Literacy & Technology

1. **Information Literacy and Technology:** How to operate computers, use programs, save files, and type efficiently
2. **Digital Communication:** Be able to express ideas clearly using email, social media, and collaborative tools like Google Docs or PowerPoint
3. **Cybersecurity:** Protect personal information, recognize secure websites, and avoid phishing scams
4. **Media Literacy:** Analyze and evaluate information critically, especially online, to determine its authenticity and reliability
5. **Digital Citizenship:** Use technology responsibly, showing respect and kindness in online spaces
6. **Research/Data Analysis:** Develop strong internet search skills and the ability to evaluate and use relevant information
7. **Problem-Solving:** Use digital tools to find solution, troubleshoot issues, and learn from mistakes
8. **Creativity:** Use digital tools for creative self-expression, like art, podcasts, or videos

Students will develop skills in:



Physical Education and Health

Standard 1: The physically literate student demonstrates competency in the techniques needed to perform a variety of moderate to vigorous motor skills and movement patterns physical activities

Standard 2: The physically literate student demonstrates knowledge of movement concepts, principles, strategies, and tactics needed to participate and maintain a health-enhancing level of physical fitness

Standard 3: The physically literate student can assess and maintain a health-enhancing level of physical activity and fitness to improve health and performance

Standard 4: The physically literate student demonstrates knowledge of physical fitness concepts, principles, and strategies to improve a health-enhancing level of fitness and performance

Standard 5: The physically literate student exhibits and utilizes responsible personal and social behavior that respects self and others in physical activity settings

Standard 6: The physically literate student strives to maintain a healthy diet through knowledge, planning, and regular monitoring

- 200 minutes every 10 days
- PE Teacher meets students every two weeks

6th



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days.

Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

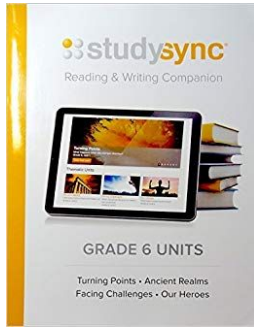
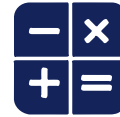
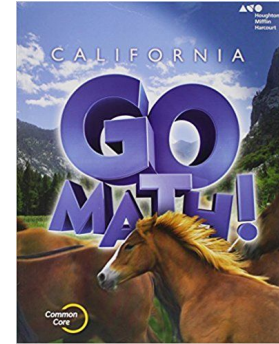
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information



1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

Adopted Materials by Content



State	District	Grade Level
<ul style="list-style-type: none">California Assessment of Student Performance and Progress (CAASPP) <p>One time per year (Spring)</p>	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) <p>Two times per year</p> <ul style="list-style-type: none">mCLASS (Reading Risk Screen) <p>Three times per year</p>	<ul style="list-style-type: none">Common Formative Assessments (CFA) using FIABs <p>Four times per year</p> <ul style="list-style-type: none">Writing Performance Task (WPT) <p>Three times per year</p>

Academic Excursions



HSS: World History and Geography: Ancient Civilizations

NGSS: Thermal Energy, Metabolism, Climate

- Outdoor Education-Camp Green Meadows
- California Academy of Sciences-SF
- Rosicrucian Egyptian Museum
- Gallo Center for the Arts
- Local Plays and Performances
- Multicultural Arts Center
- UC Merced Exhibits



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Expect students to read every night
- Share and model appropriate use of social media
- Obtain a public library card and visit weekly
- Write letters and keep a journal
- Keep a calendar and schedule for home and school
- Discuss fiscal responsibility
- Be environmentally aware
- Practice peaceful solutions
- Exercise, hike, run, and maintain healthy habits
- Find opportunities for teamwork and sportsmanship
- Engage in kindness



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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