

Student \_\_\_\_\_

## Adams 12 Five Star Schools Sixth Grade Report Card Folder



### Introduction to Your Child's Report Card

There are two components to each student report.

#### Standards Performance Levels:

<b>4 Advanced Understanding of the Standard</b>	<b>3 Meets the Standard</b>	<b>2 Approaches the Standard</b>	<b>1 Does not meet the Standard</b>
<p>The student's work goes substantially above and beyond the assessment or course standards in quality and evidence of understanding.</p> <p>The work includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment</p>	<p>The student demonstrates a strong fundamental understanding of the standard</p>	<p>The student demonstrates some evidence of learning and understanding that aligns with the standard; however the evidence doesn't demonstrate a thorough grasp of the standard.</p>	<p>The student has demonstrated little evidence of understanding the standard or has not met the majority of performance indicators or criteria for the standard</p>

#### Scholarly Habits:

Each student is evaluated on the scholarly habits that Adams 12 Five Star Schools has identified as essential for educating the whole child. These scholarly habits are scored using a 1-4 scale with a 1 meaning the habit is almost never observed and a 4 meaning the habit is always observed.

##### Respect

- Scholars value their work, their interactions with others and who they are as a person

##### Preparation

- Scholars are prepared and ready with all the necessary tools for learning.

##### Risk Taking

- Scholars take intellectual risks and think outside the box.

##### Perseverance

- Scholars don't give up. They keep going, even when the work is hard.

##### Excellence

- Scholars take pride in their work and seek to achieve excellence.

Please sign and return this folder to your child's teacher.

First Semester

Parent Signature

# SELECTED GRADE LEVEL EXPECTATIONS FOR SIXTH GRADE STUDENTS

Bulleted (•) items are **examples** of sixth grade expectations, but do not represent the entire curriculum.

## LITERACY

### Oral Expression and Listening

*Sixth Grade students will know and be able to:*

- Present claims and findings in a logically sequenced manner, using pertinent descriptions, facts and details
- Analyze the main ideas and supporting details presented in diverse media and formats
- Include multimedia components in presentations to clarify information

### Reading for All Purposes

*Sixth Grade students will know and be able to:*

- Use a range of strategies to explain or analyze literary and informational texts
- Cite textual evidence to support analysis of texts

### Writing and Composition

*Sixth Grade students will know and be able to:*

- Use the writing process to the publish narrative, argument, and informational texts for a variety of audiences and purposes
- Demonstrate a command of grammar, usage, and mechanics of writing

### Research and Reasoning

*Sixth Grade students will know and be able to:*

- Conduct short research projects, drawing on several sources and refocusing inquiry when appropriate
- Determine the strength of their own and others' reasoning

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## MATH

### Number Sense, Properties and Operations

*Sixth Grade students will know and be able to:*

- Apply reasoning about multiplication and division to the concepts of ratios, rates and fractions.
- Apply and extend order, location and absolute value to the entire rational number system and compute efficiently with positive rational numbers (integers, fractions, decimals).

### Patterns, Functions and Algebraic Structures

*Sixth Grade students will know and be able to:*

- Use variables in expressions and equations to generalize properties of arithmetic and represent real world contexts.
- Generate and use equivalent forms of expressions and equations to solve problems.

### Data Analysis, Statistics and Probability

*Sixth Grade students will know and be able to:*

- Apply knowledge of center and variability in a data set to describe, summarize, display and answer questions about the data set.

### Shape, Dimension and Geometric Relationships

*Sixth Grade students will know and be able to:*

- Develop and apply formulas/methods for finding perimeter & area of polygons.
- Develop and apply formulas/methods for finding surface area & volume of prisms and pyramids.

### Mathematical Communication

*Sixth Grade students will know and be able to:*

- Explain mathematical concepts, skills and applications using appropriate mathematical vocabulary.
- Construct logical, complete, and concise mathematical arguments.

### Procedural Fluency

*Sixth Grade students will know and be able to:*

- Organize and carry out procedural, numeric and symbolic work accurately, efficiently and flexibly.
- Select and apply appropriate and efficient strategies to make deductions and solve problems.

## SOCIAL STUDIES

Social Studies in Grade 6 is a survey of the history and geography of the Western Hemisphere. Students also compare different types of government and economic systems.

### Content

*Sixth Grade students will know and be able to:*

- Identify key content connected to the Western Hemisphere in the areas of geography, economics, history, and civics
- Identify key content around saving and investing
- Compare multiple economic and governmental systems

### Conceptual Understanding

*Sixth Grade students will know and be able to:*

- Evaluate how cultures of the Western Hemisphere changed over time
- Use geographic tools to solve problems

### Communication

*Sixth Grade students will know and be able to:*

- Write in response to multiple historical sources
- Provide a summary of primary and secondary sources

### Research and Source Analysis

*Sixth Grade students will know and be able to:*

- Determine the central ideas or information of primary and secondary sources
- Using technology to research a variety of topics related to the Western Hemisphere

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## SCIENCE

Science in Grade 6 introduces physical science, earth science and life science to students in order to understand the natural world. Students learn how scientists study the world through a look at Earth's systems, matter and its interactions, waves, energy and human activity.

### Disciplinary Core Ideas (content)

*Sixth grade students will know and be able to:*

- Develop and use models related to waves, energy and matter (i.e. amplitude; reflection; the structure of molecules; the movement of molecules).
- Present an argument related to human impacts on Earth systems.
- Analyze and interpret data related to Earth's systems (i.e. Earth's materials and systems interact in various ways; weather patterns; plate tectonics).

### Science Practices

*Sixth grade students will know and be able to:*

- Apply key practices that scientists use as they investigate our world.
- Demonstrate science practices through asking questions, developing and using models, planning and carrying out investigations, using mathematics, analyzing and interpreting data, constructing explanations and arguments by making a claim and supporting their ideas using evidence, and by obtaining, evaluating and communicating information.

### Crosscutting Concepts

*Sixth grade students will know and be able to:*

- Apply key concepts in order to develop a scientific view of the world. These concepts are embedded in the Disciplinary Core Ideas and Science Practices for each unit.
- Observe, describe, and apply concepts related to patterns, cause and effect, scale, proportion, and quantity, energy and matter, structure and function, stability and change, and the interactions of systems in the natural world (i.e. energy transfer inside and on the surface of Earth).

### Communication

*Sixth grade students will know and be able to*

- Explain their understanding of science content in a way that is clear and appropriate for the task, purpose and audience.
- Present arguments related to scientific ideas that are logical and supported with evidence (communication of content can be expressed in a variety of ways including but not limited to: writing in science journals, oral presentation, demonstrating a scientific model, etc.).

## Engineering

Engineering in Grade 6 introduces criteria and constraints to successful solutions taking into account the larger context of the problem and the limits to possible solutions. Students learn to identify elements of existing solutions and combine them to create new solutions. Students are expected to determine an optimal design through using systematic methods comparing different solutions and how each combination of elements best meets criteria and constraints. Student learns to test and revise solutions multiple times.

### Disciplinary Core Ideas

*Grade 6 students will know and be able to:*

- Define and delimit engineering problems by precisely defining criteria and constraints. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.
  - Define problems and/or propose solutions that arise from tectonic processes, recycling of matter through the planet's systems, the multiple roles water plays in Earth's surface processes, and Earth's weather and climate patterns and interactions.
  - Define problems and/or propose solutions that arise from properties of waves and electromagnetic radiation.
  - Define problems and/or propose solutions based on knowledge of physical and chemical properties of matter, such as state of matter.
  - Define problems and/or propose solutions based on thermal energy transfer.
- Develop, test and systematically modify solutions to a problem multiple times in order to improve on the design.
- Optimize the design solution by identifying the characteristics of the design that performed best, combining characteristics and engaging in the iterative process of testing promising solutions and modifying to greater refinement.

### Science and Engineering Practices

*Grade 6 students will know and be able to:*

- Define a problem that can be solved through the development of an object, tool, process or system including criteria and constraints
- Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.
  - Design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
  - Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.
- Analyze and interpret data including quantitative analysis. Distinguish between correlation and causation. Utilize basic statistical techniques to analyze data and error potential.
  - Analyze and interpret data to provide evidence for phenomena.
  - Analyze and interpret data to determine similarities and differences in findings.

### Crosscutting Concepts

*Grade 6 students will know and be able to:*

- Apply key concepts of science, engineering and technology in predicting short and long-term consequences of designs (positive and negative) on society and the natural world.
  - Patterns
  - Cause and effect
  - Scale proportion and Quantity
  - Systems and models
  - Energy and matter
  - Stability and change
- Apply knowledge of individual or societal needs, desires, and values on the uses and limitations of use of technologies in relation to scientific findings and factors of climate, natural resources and economic conditions.

### Communication

*Grade 6 students will know and be able to:*

- Engage in argument from evidence gathered in the iterative process of solution design.
- Communicate information about the problem, criteria, constraints, design process and solution.
  - Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
- Communicate about possible positive and negative consequences of a solution.