

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	Six
Quarter	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.(L.6.4)	Uses a variety of decoding and/or work analysis strategies.	Fountas and Pinnell (BAS) Words Their Way Assessment Making Meaning Literature Study Literacy Footprints LF Running Record Conferring STAR
2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1)	Comprehends grade level text, both literary and informational	Fountas and Pinnell (BAS) Words Their Way Assessment Making Meaning Literature Study Literacy Footprints LF Running Record Conferring STAR
3.Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	Comprehends grade level text, both literary and informational	Fountas and Pinnell (BAS) Words Their Way Assessment Making Meaning Literature Study Literacy Footprints LF Running Record Conferring STAR Formative Assessment
4. Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)	Comprehends grade level text, both literary and informational	Fountas and Pinnell (BAS) Words Their Way Assessment Making Meaning Literature Study Literacy Footprints LF Running Record Conferring STAR Formative Assessment
5. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI6.2)	Comprehends grade level text, both literary and informational	Fountas and Pinnell (BAS) Words Their Way Assessment Making Meaning Literature Study Literacy Footprints LF Running Record Conferring STAR Formative Assessment
6. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)	Reads fluently with rate, accuracy, and/or expression	Fountas and Pinnell (BAS) Words Their Way Assessment Making Meaning Literature Study Literacy Footprints LF Running Record Conferring STAR Formative Assessment

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Students will follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1.B)	Demonstrates positive listening habits.	Teacher observation Anecdotal notes Discussion contributions
2. Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1)	Communicates ideas clearly and effectively.	Teacher observation Anecdotal notes Discussion contributions
3. Students will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1.D, SL6.3, SL.6.5)	Listens for and understands information from various sources.	Teacher observation Anecdotal notes Discussion contributions
4. Students will come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1A-D)	Makes relevant contributions during collaborative discussions.	Teacher observation Anecdotal notes Discussion contributions

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Students will write arguments to support claims with clear reasons and relevant evidence (W.6.1)	Produce clear and coherent writing as appropriate to task.	Writing samples Readers notebook Writers notebook Conferring Anecdotal notes
2. Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (W6.9.A)	Gather information and generate ideas relative to task, purpose, and audience.	Writing samples Readers notebook Writers notebook Conferring Anecdotal notes
3. Students will apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").(W.6.9.A)	Gather information and generate ideas relative to task, purpose, and audience.	Writing samples Readers notebook Writers notebook Conferring Anecdotal notes
4. Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here. (W.6.5)	Evaluate, organize, and revise to strengthen writing.	Writing samples Readers notebook Writers notebook Conferring Anecdotal notes
5. Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6.1)	Conveys meaning through application of grammar, mechanics, and spelling.	Writing samples Readers notebook Writers notebook Conferring Anecdotal notes

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)	Computes with accuracy.	topic 1 assessment envision workbook pages topic readiness assessment envision online resources ( Math XL, Knewton Adaptive Practice, etc) online resources Teacher observation Exit slips Lesson quizzes
2. Fluently divide multi-digit numbers using the standard algorithm (6.NS.B.2)	Computes with accuracy.	topic 1 assessment envision workbook pages topic readiness assessment envision online resources ( Math XL, Knewton Adaptive Practice, etc) online resources Teacher observation Exit slips Lesson quizzes
3. Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. (6.NS.A.1)	Uses a variety of efficient strategies and tools to solve problems accurately.	topic 1 assessment envision workbook pages topic readiness assessment envision online resources ( Math XL, Knewton Adaptive Practice, etc) online resources Teacher observation Exit slips Lesson quizzes
4. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6.NS.C.6)	Recognizes relationships and uses patterns.	topic 1 assessment envision workbook pages topic readiness assessment envision online resources ( Math XL, Knewton Adaptive Practice, etc) online resources Teacher observation Exit slips Lesson quizzes
5. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30  = 30$ to describe the size of the debt in dollars. (6.NS.C.7.C)	Recognizes relationships and uses patterns.	topic 1 assessment envision workbook pages topic readiness assessment envision online resources ( Math XL, Knewton Adaptive Practice, etc) online resources Teacher observation Exit slips Lesson quizzes
6. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6.NS.C.8)	Uses a variety of efficient strategies and tools to solve problems accurately.	topic 1 assessment envision workbook pages topic readiness assessment envision online resources ( Math XL, Knewton Adaptive Practice, etc) online resources Teacher observation Exit slips Lesson quizzes

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Investigate weather in terms of temperature, wind speed and direction, precipitation, and cloud cover.	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	-power points -quizzes/tests -posters -WebQuests -video assessment -labs/ lab reports
2. Research how weather conditions determine the climate of an area.	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	-research sheets -written reports -presentations -posters -power points -present own experiment

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Where in the world am I?	Translate mental maps into appropriate graphics to display geographic information and answer geographic questions (5.1.8.1) Apply the spatial concepts of location, distance, direction, scale, movement, and region (5.1.8.2) Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns (5.1.8.3) Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images and models to solve geographic problems (5.1.8.4)	-power points -quizzes/tests -posters -WebQuests -video assessment

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Lesson 4: Apply perspective-taking skills	Self-Awareness	Artifacts (eg., menu of options) Teacher Observations – Morning Meeting Role Plays Discussion Board via Canvas
2. Lesson 2: Apply active listening skills	Self-Management	Artifacts (eg., menu of options) Teacher Observations – Morning Meeting Role Plays
3. Lesson 1 and 2: Define and apply empathy skills while identifying feelings Lesson 3: Understand that people’s perspectives are based on their feelings, experiences, and needs or wants, Recognize the value in being able to consider another’s perspective, Apply perspective-taking skills	Social Awareness	Artifacts (eg., menu of options) Teacher Observations – Morning Meeting Role Plays Discussion Board via Canvas
4. Lesson 1: Apply group communication skills, Identify behaviors involved in listening and respecting others’ ideas Lesson 2: Identify ways to make friends and join groups, Define the term ally and identify when and how to be one Lesson 4: Distinguish between disrespectful and respectful disagreement,	Relationships Building	Artifacts (eg., menu of options) Teacher Observations – Morning Meeting Role Plays Discussion Board via Canvas

Identify and apply effective communication skills		
5. Lesson 4: Apply skills to give constructive feedback	Responsible Decision Making	Artifacts (eg., menu of options) Teacher Observations – Morning Meeting Role Plays Discussion Board via Canvas

Subject Area: Music

In an effort to create tuneful musicians, grades 5-6 will focus on <b>active listening</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>• Song tales</li> <li>• Listening maps and journals</li> <li>• Recorded singing presentations</li> </ul>
In an effort to create beatful, musicians, grades 5-6 will focus on <b>keeping a steady beat</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>• Beat keeping games</li> <li>• Body percussion</li> <li>• Instrument performance</li> <li>• Keeping the beat to recorded music</li> </ul>
In an effort to create artful musicians, grades 5-6 will focus on <b>appropriate musical responses</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>• Movement Activities</li> <li>• Audience Etiquette</li> <li>• Song analysis</li> <li>• Music Appreciation</li> </ul>

Subject Area: Instrumental Music

Essential Learning Competencies	Evidence/Assessments
Perform on instruments, alone and with others, a varied repertoire of music.	<ul style="list-style-type: none"> <li>• Playing evaluations; individual and group formative assessment – in-person and virtual</li> </ul>
Read and notate music.	<ul style="list-style-type: none"> <li>• Sight reading evaluations; playing evaluations on literature</li> </ul>
Respond to and analyze music performance	<ul style="list-style-type: none"> <li>• Reflect and assess personal performances</li> <li>• Listen to and respond to significant musical works</li> </ul>

Subject Area: PE

Essential Learning Competencies	Assessments/Evidence
<p>Understand and practice the skills that will help maintain a healthy lifestyle.</p> <p>“I show that I know how to get fit and stay fit.”</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Physical Activity Knowledge:</p> <ul style="list-style-type: none"> <li>• Track/analyze physical activity outside PE class</li> <li>• Describe how being active leads to a healthy body</li> </ul> <p>Engages in Physical Activity</p> <ul style="list-style-type: none"> <li>• Actively engages in all the activities in PE and is aware of the opportunities that exist outside PE</li> </ul>
<p>Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment.</p> <p>“I act fairly and respectfully when I play.”</p> <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>Personal Responsibility:</p> <ul style="list-style-type: none"> <li>• Engage in physical activity with responsible interpersonal behavior</li> <li>• Exhibit self-respect while engaging in physical activity</li> <li>• Exhibit personal responsibility by demonstrating appropriate etiquette and respect for facilities</li> <li>• Use appropriate strategies for positive self-reinforcement</li> </ul>

Subject Area: Art

Essential Learning Competencies	Reporting Standards	Formative/Summative Assessments
<p>Creating: 1) Artists and designers' experiment with forms, structures, concepts, media and art-making approaches. Students can be safe and follow art rules in using materials.</p> <p><i>Students will experiment with and develop skills in multiple art-making techniques and approaches. Students will demonstrate safety and following art rules while using materials.</i></p>	<p>Anchor Standard 2 Organize and develop artistic ideas and work</p>	<p>Sketchbook practice, questioning, observation Student artwork, Conversation with student</p>
<p>Responding 4) Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><i>Students will develop their own responses to artwork based on their background knowledge and life experiences.</i></p>	<p>Anchor Standard 7 Perceive and analyze artistic work</p>	<p>Short response Discussion board Peer Share</p>
<p>Connecting 5) Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p><i>Students can generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</i></p>	<p>Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Student artwork, sketchbook usage, peer share, conversation with student.</p>

Subject Area: World Language

Essential Learning Competencies	Reporting Standards	Evidence/Assessments
<p>Recognizing days, months, calendar vocabulary (yesterday, today, tomorrow)</p> <p>Writing out the date in the target language</p> <p>Matching vocabulary with its Latin origin</p> <p>Speaking in English about a holiday in the French/Spanish speaking world.</p> <p>Communicate with a partner to compare dates</p>	<p>1.1 provide and obtain information 1.2 understand and interpret written and spoken language 1.3 present information, concepts, and ideas to an audience of listeners or readers. 2.1 demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 2.2 demonstrate an understanding of the relationship between the products and perspectives of the cultures we studied</p>	<p>Reading/Listening comprehension Vocabulary Matching Filling in a calendar in the target language Holiday Presentation Museum Walk Think Pair Share (comparing schedules)</p>