

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Six
Trimester	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 Literacy Footprints LF running record Reading conference notes
2.Students will 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) Making Meaning (Unit 1) Literature study Literacy Footprints Reading responses LF running record Reading conference notes STAR
3.Students will 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) Making Meaning (Unit 1) Literature study Literacy Footprints Reading responses LF running record Reading conference notes STAR
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 Identifies and analyzes story elements and literary devices across a variety of genres	Fountas and Pinnell (BAS) Making Meaning (Unit 8) Literature study Literacy Footprints Reading Responses LF running record Reading conference notes STAR
5.Students will 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. (RI.6.2)	Comprehends grade level text, both literary and informational Identifies and analyzes story elements and literary devices across a variety of genres	Fountas and Pinnell (BAS) Making Meaning (Unit 8) Literature study Literacy Footprints Reading responses LF running record Reading conference notes STAR
6.Students will 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) Literacy Footprints LF running record Reading conference notes

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	Demonstrates positive listening habits.	Teacher observation Turn & Talk

deadlines, and define individual roles as needed. (SL.6.1.B)		Anecdotal notes Discussion contributions (ie. literature study)
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 Turn and Talk Anecdotal notes Discussion contributions (ie. literature study)
3. Students will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1.D, SL.6.3, SL.6.5)	Listens for and understands information from various sources. Summarizes and synthesizes content to present in a variety of formats.	Teacher observation Turn & Talk Projects/presentations/written work Anecdotal notes Discussion contributions (ie. literature study)
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 Turn & Talk Discussion contributions Anecdotal notes Discussion contributions (ie. literature study)

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 including drafts- with focus on Literary Essay Unit Integration of writing into other content areas Readers notebook Writers notebook Writing conference notes
2. Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9.A)	Gather information and generate ideas relative to task, purpose, and audience.	Writing samples including drafts- with focus on Literary Essay Unit Integration of writing into other content areas Reading response Readers notebook Writers notebook Writing conference notes
3. Students will apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts indifferent 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 including drafts- with focus on Literary Essay Unit Reading response Readers notebook Writers notebook Writing conference 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 including drafts- with focus on Literary Essay Unit Integration of writing into other content areas Readers notebook Writers notebook Writing conference notes
5. Students will demonstrate command of the conventions of standard English	Conveys meaning through application of grammar, mechanics, and spelling.	Writing samples including drafts Mentor Sentences

grammar and usage when writing or speaking. (L.6.1)		Responding to content area writing: Math, Science (beginning to write lab reports), Social Studies, Reading Writing conference notes
6. Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.6.10	Write routinely across content areas for a range of tasks, purposes, and audiences.	Writing samples including drafts Responding to content area writing: Math, Science (beginning to write lab reports), Social Studies, Reading Writing Conference Notes

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Students will fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)	Computes with accuracy. Recalls basic math facts with automaticity	Envision Topic 1 Assessment Envision workbook pages/resources Envision formative assessments Non-Envision print/online resources Exit slips
2. Students will fluently divide multi-digit numbers using the standard algorithm (6.NS.B.2)	Computes with accuracy. Recalls basic math facts with automaticity	Envision Topic 1 Assessment Envision workbook pages/resources Envision formative assessments Non-Envision print/online resources Exit slips
3. Students will 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.	Envision Topic 1 Assessment Envision workbook pages/resources Envision formative assessments Non-Envision print/online resources Exit slips
4. Students will 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.	Envision Topic 2 Assessment Envision workbook pages/resources Envision formative assessments Non-Envision print/online resources Exit slips
5. Students will 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.	Envision Topic 2 Assessment Envision workbook pages/resources Envision formative assessments Non-Envision print/online resources Exit slips
6. Students will 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.	Envision Topic 2 Assessment Envision workbook pages/resources Envision formative assessments Non-Envision print/online resources Exit slips
7. Students will use variables to represent two quantities in a real-world problem that change in relationship to one another;	Constructs viable arguments and critiques the reasoning of others.	Envision Topic 2 Assessment Envision workbook pages/resources Envision formative assessments

write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. (6.EE.C.9)		Using written responses to explain math concepts and skills <i>*In every lesson there are questions that involve critiquing arguments and providing explanations. Those questions would fit with this reporting standard. This will also tie in with written responses in math.</i> Non-Envision print/online resources Exit slips
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Subject Area: Science (Emphasis on Earth Science)

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Weather: Students will investigate weather in terms of temperature, wind speed and direction, precipitation, and cloud cover. Students will 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	Projects/presentations/classwork Formative/summative assessments Beginning to write lab reports or write about the process and conclusions
Astronomy: Students will research and classify a variety of space objects including the planets. Students will understand that bodies in the universe rotate and revolve (i.e.. daily and seasonal changes and its effect on our planet and our lives).	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	Projects/presentations/classwork Formative/summative assessments Beginning to write lab reports or write about the process and conclusions

Subject Area: Social Studies (Focus on North and South America)

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Where in the world am I? Students will: -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)	Applies tools and concepts for civics, economics, geography and/or history Evaluates resources and uses evidence	Projects/presentations/written work Formative/summative assessments
How is the world organized? Students will: -Describe ways in which countries interact with each other culturally, economically, diplomatically and militarily (3.3.8.2) -Illustrate the importance of countries working together to resolve problems (3.3.8.3)	Applies tools and concepts for civics, economics, geography and/or history Evaluates resources and uses evidence Develops questions and plans inquiries Communicates conclusions and takes informed action	Projects/presentations/written work Formative/summative assessments

-Analyze environmental, economic, and technological developments and their impact on society (3.3.8.5) -Analyze environmental, economic, and technological developments and their impact on society (3.3.8.5)		
How does geography influence contemporary culture? Students will: -Identify how characteristics of different physical environments provide opportunities for or place constraints on human activities (5.5.8.2) -Examine how the art, music and literature of our nation has been enhanced by groups (6.3.8.2) -Illustrate how culture, technology, and experience affect perception of places and regions (5.2.8.4)	Evaluates resources and uses evidence Develops questions and plans inquiries Communicates conclusions and takes informed action Applies tools and concepts for civics, economics, geography and/or history	Projects/presentations/written work Formative/summative assessments

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Students will: -Recognize one's own emotions and how those emotions influence behavior. -Communicate thoughts, feelings and needs. -Recognize one's strengths and challenges.	Self-Awareness	Teacher Observations: -Class Meetings/Discussions -Class/Non-classroom Interactions -Second Step Lessons: Unit 1: Lessons 2, 3, 7 -School-wide Initiatives
Students will: -Set and monitor progress towards goals. -Demonstrate engagement in learning. -Work independently with stamina. -Practice self-control. -Organize time, tasks, and materials.	Self-Management	Teacher Observations: -Class Meetings/Discussions -Class/Non-classroom Interactions -Second Step Lessons: Unit 1: Lessons 3, 4, 5, 6, 7 -School-wide Initiatives
Students will: -Recognize feelings of others and shows empathy. -Demonstrate respect towards others. -Be accepting of others.	Social Awareness	Teacher Observations: -Class Meetings/Discussions -Class/Non-classroom Interactions -Beginning of the year activities and community building within the classroom, PLT, and school -School-wide Initiatives
Students will: -Develop positive peer relations. -Establish and maintain collaborative relationships. -Navigate conflict effectively.	Relationships Building	Teacher Observations: -Class Meetings/Discussions -Beginning of the year activities and community building within the classroom, PLT, and school -Class/Non-classroom Interactions -School-wide Initiatives
Students will: -Evaluate choices and reflect on decisions. -Recognize and access resources and supports. -Follow directions and expectations.	Responsible Decision Making	Teacher Observations: -Class Meetings/Discussions -Class/Non-classroom Interactions -Second Step Lessons: Unit 1: Lesson 3, 6, 7 -School-wide Initiatives

Subject Area: Music

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

Subject Area: Instrumental Music

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

Subject Area: PE

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<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"> • Track/analyze physical activity outside PE class • Describe how being active leads to a healthy body <p>Engages in Physical Activity</p> <ul style="list-style-type: none"> • Actively engages in all the activities in PE and is aware of the opportunities that exist outside PE
<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"> • Engage in physical activity with responsible interpersonal behavior • Exhibit self-respect while engaging in physical activity • Exhibit personal responsibility by demonstrating appropriate etiquette and respect for facilities • Use appropriate strategies for positive self-reinforcement

Subject Area: Art

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Creating:</p> <p>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>Sketchbook practice, questioning, observation</p> <p>Student artwork,</p> <p>Conversation with student</p>
<p>Responding</p> <p>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>Short response</p> <p>Discussion board</p> <p>Peer Share</p>
<p>Connecting</p> <p>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>Student artwork, sketchbook usage, peer share, conversation with student.</p>

Subject Area: World Language

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative 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>Reading/Listening comprehension</p> <p>Vocabulary Matching</p> <p>Filling in a calendar in the target language</p> <p>Holiday Presentation</p> <p>Museum Walk</p> <p>Think Pair Share (comparing schedules)</p>