

SIXTH GRADE COURSE OF STUDY



This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all level are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

HAYFIELD COMMUNITY SCHOOLS
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Language Arts (aligned with MN Language Arts Academic Standards)

Reading Benchmarks: Literature

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
 - Self-select texts for personal enjoyment, interest, and academic tasks.
 - Read widely to understand multiple perspectives and pluralistic viewpoints.

Reading Benchmarks: Informational Text

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).

- By the end of the year, read and comprehend informational texts, including literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - Self-select texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Literacy in History/Social Studies

- Cite specific textual, visual, or physical evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill comes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's or creator's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts or ideas, use of color, formatting).
- Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.
- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Reading Benchmarks: Literacy in Science and Technical Subjects

- Cite specific textual evidence to support analysis of science and technical sources.
- Determine the central ideas or conclusions of text; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, designing solutions, taking measurements, or performing technical tasks.
- Determine the meaning of symbols, equations, graphical representations, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Analyze the author's purpose in describing phenomena, providing an explanation, describing a procedure, or discussing/reporting an experiment in a text.
- Compare and integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, table, map).
- Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing

- Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and characters.
 - Use a variety of transition words, phrases, and clauses to convey the sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
 - Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills type a minimum of three pages in a single sitting.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 6 Reading standards* to literature.
 - Apply *grade 6 Reading standards* to literary nonfiction.

- 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.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Writing Benchmarks: Literacy in History/Social Studies, Science, and Technical Subjects

- Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and credible evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/experiments, or description of technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, credible, sufficient, and well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed.
- Use technology, including, but not limited to the Internet, to produce and publish writing and multi-media texts, and present the relationships between information and ideas clearly and efficiently.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple data, print, physical (e.g., artifacts, objects, images) and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Write routinely over extended time frames (time for 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.

Speaking, Viewing, Listening and Media Literacy

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics and texts*, building on others' ideas and expressing their own clearly.
 - 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.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
- Understand, analyze, and use different types of print, digital, and multimodal media.
 - Evaluate mass media with regard to a quality of production (e.g., film, television, radio, advertisements).
 - Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).
 - Recognize ethical standards and safe practices in social and personal media communications.
- As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
 - Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
 - Publish the work and share it with an audience.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Ensure that pronouns are in the proper case.
 - Use intensive pronouns.
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronouns.

- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation to set off nonrestrictive/parenthetical elements.
 - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Vary sentence patterns for meaning, reader/listener interest, and style.
 - Maintain consistency in style and tone.
- 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.
 - Use context as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
 - Interpret figures of speech in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math (aligned with MN Math Academic Standards)

Number and Operation

- read, write, represent and compare positive rational numbers expressed as fractions, decimals, percents and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations
- understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers; use ratios to solve real-world and mathematical problems
- multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers

District Basic Fact Mastery Targets:

Addition: 95% or better out of 100 problems in 5 minutes

Subtraction: 95% or better out of 100 problems in 5 minutes

Multiplication: 95% or better out of 100 problems in 5 minutes

Division: 95% or better out of 100 problems in 5 minutes

Algebra

- recognize and represent relationship between varying quantities; translate from one representation to another; use patterns, tables, graphs, and rules to solve real-world and mathematical problems

- use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers
- understand and interpret equations and inequalities involving variables and positive rational numbers
- use equations and inequalities to represent real-world and mathematical problems; use the idea of maintaining equality to solve equations; interpret solutions in the original context

Geometry and Measurement

- calculate perimeter, area, surface area and volume of two- and three-dimensional figures to solve real-world and mathematical problems
- understand and use relationships between angles and geometric figures
- choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems

Data Analysis and Probability

- use probabilities to solve real-world and mathematical problems; represent probabilities using fractions, decimals, and percents

Science (aligned with MN Science Academic Standards)

Nature of Science and Engineering

- understand that engineers create, develop and manufacture machines, structures, processes and systems that impact society and may make humans more productive
- understand that engineering design is the process of devising products, processes and systems that address a need, capitalize on an opportunity, or solve a specific problem
- understand that designed and natural systems exist in the world and these systems consist of components that act within the system and interact with other systems
- understand that current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact

Physical Science

- understand that pure substances can be identified by properties which are independent of the sample of the substance and the properties can be explained by a model of matter that is composed of small particles
- understand that substances can undergo physical changes which do not change the composition or the total mass of the substance in a closed system
- understand that the motion of an object can be described in terms of speed, direction and change of position
- understand that forces have magnitude and direction and govern the motion of objects
- understand that waves involve the transfer of energy without the transfer of matter
- understand that energy can be transformed within a system or transferred to other systems or the environment

Social Studies – Minnesota Studies (aligned with MN Social Studies Academic Standards)

Citizenship and Government – Understand that:

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- Individuals in a republic have rights, duties and responsibilities.
- Citizenship and its rights and duties are established by law.
- The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

Economics – Understand that:

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
- Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.
- Individuals, businesses and governments interact and exchange goods, services and resource in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.
- Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

Geography – Understand that:

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.
- The meaning, use, distribution and importance of resources changes over time.

History – Understand that:

- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.
- North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
- Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)
- Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and reform: 1792-1861)

- Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)
- As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)
- The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression, which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)
- Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples. (Post-World War II United States: 1945-1989)
- The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)

Health

- Food and Nutrition
- Body Systems
- Bus Safety and Fire Safety
- Physical Fitness
- Consumer Choices
- Mental Health
- Drugs, alcohol, and making healthy choices (having positive attitude, feelings, how to be a good friend, bullying, etc.)

Physical Education (aligned with MN Physical Education Academic Standards)

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Music

- Read, write and perform rhythms that include these notes & rests: whole note, whole rest, dotted half note, half note, half rest, dotted quarter note, quarter note, quarter rest, triplets, eighth note, eighth rest, sixteenth note, sixteenth rest
- Read, write and perform the pitches above, below and on the treble clef staff and bass clef
- Demonstrate a working knowledge of do/re/mit/fa/so/la/ti/do
- Demonstrate proper posture, technique, tone and care of a pitched and un-pitched percussion instruments
- Read, write, perform and evaluate music using the following musical terminology: beat, rhythm, melody, harmony, dynamics, notes, rests, pitch, staff, system, treble clef, bass clef, ledger line, tempo, time signature, barline, measure, double barline, repeat sign, tie, D.S. (del segno), coda
- Differentiate between various dynamic levels, including pianissimo, piano, mezzo piano, mezzo forte, forte and fortissimo
- Demonstrate a working knowledge of reading music written in systems
- Sing/Play/Learn a variety of songs and rhymes
- Demonstrate proper listening skills
- Demonstrate proper concert performance etiquette
- Demonstrate a working knowledge of singing and matching pitch
- Practice creative musical expression and dramatization