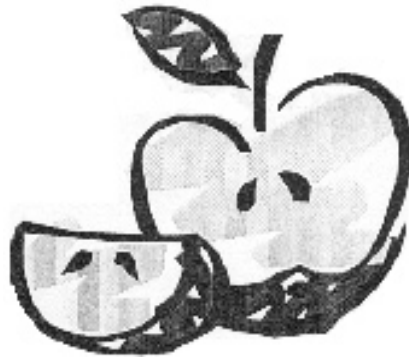




*Family Guide
for
Grade Six*



EIGHTH EDITION

September 2007



—HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flonas
Superintendent

Jodi Smith, Executive Director
Learning & Teaching Department

Student Name: _____
 Date: _____

GRADE SIX Promotion Standards

School Year: 2007-2008
 Class of 2014
 PS 6.1

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

4 ABOVE STANDARD: Superior Performance	0-4 Absences/ <i>TARDIES</i>	Level Test Scores Reading $\geq 225+$ Math $\geq 235+$	GPA 3.7 – 4.0	Consistently turns in work that exceeds grade level standards Academic Classes: Core 6; math; science	
3 MEETS STANDARD: Solid Academic Performance	5-10 Absences/ <i>TARDIES</i>	Level Test Scores Reading 217 - 225 Math 224 - 235	GPA 3.0 – 3.69	Consistently turns in work that meets grade level standards Academic Classes: Core 6; math; science	
2 WORKING TOWARD STANDARD	≥ 10 Absences/ <i>TARDIES</i>	Level Test Scores Reading 212 - 216 Math 218 - 223	Some classroom based evidence of growth GPA 1.5 – 2.99	Turns in work inconsistently Academic Classes: Core 6; math; science	
1 BELOW STANDARD: Little or no Demonstration	≥ 15 Absences/ <i>TARDIES</i>	Level Test Scores Reading LESS THAN 211 Math LESS THAN 218	Little or No classroom based evidence of growth GPA 0.0 – 1.49	Turns in little or no work Academic Classes: Core 6; math; science	
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES (Average)</i>	<i>GRADE POINT AVERAGE</i>	<i>WORK ETHIC/ STUDY SKILLS</i>	<i>Grand Total</i>
Total	+	+	+	=	

(Legend) \geq means greater than or equal to

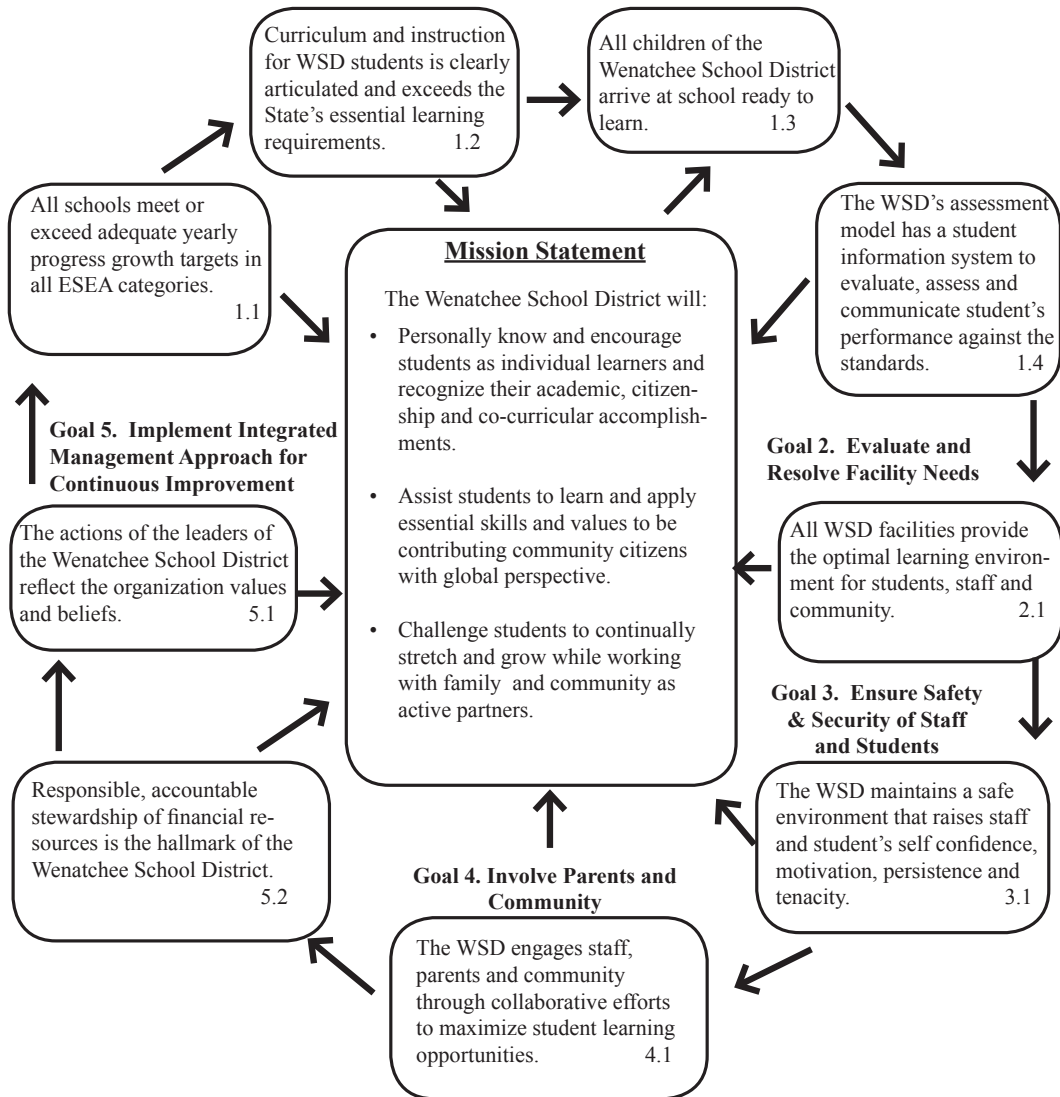
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



Vision Elements

Students will meet or exceed standards when:

Goal 1. Improve Student Achievement



School Board Members -
 Kevin Gilbert, President
 Jesús Hernández, Vice President
 Laura Jaecks
 Chuck Largent
 Karen Norlin

Brian Flones, Superintendent

Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

By the end of sixth grade, your student must be able to:

- Know a variety of informational resources, including the Internet (district-wide Big 6 Research Process).
- Actively use the writing process (plan, draft, revise, edit, publish) using word processing.
- Compose, organize and display data, both hand-written and digital.
- Collect, organize, and display data, both hand-written and digital.
- Choose and complete the mean, median and/or range to describe data, both hand-written and digital.
- Calculate the probability that an event will occur and compare experimental and theoretical results, both hand-written and digital.
- Solve problems using a variety of strategies with the appropriate mathematical tools, including technology.
- Gather, interpret, compare and contrast pictures, diagrams or physical models found in a variety of sources, both hand-written and digital.
- Use everyday and mathematical language to describe and justify their thinking, using graphs, charts and journals, both hand-written and digital.
- Communicate scientific procedures, investigations, and explanations orally, in writing, with computer-based technology, and in the language of mathematics.
- Investigate the use of science, mathematics, and technology within occupational/career areas of interest.

The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:

- *Students* – <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- *Parents* – <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

Curriculum-related Internet resources to use at home:

Internet 4 Teachers – For Use as Independent Skill Activities

- http://www.internet4classrooms.com/skills_6th_original.htm

Getting Students Connected

- http://www.gsc.amdsb.ca/grade_six.htm

KidPort

- <http://www.kidport.com/Grade6/Grade6Home.htm>

Quiz Hub

- <http://quizhub.com/quiz/quizhub.cfm>

Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

Reading

Sixth grade readers use a variety of strategies to understand text. Students discuss and respond, using evidence from text, to a wide variety of text (fiction and non fiction). Students read for pleasure and choose books based on personal preferences, topic, genre, theme, or author.

How you can help your child with reading:

- *Provide a time and place for your child to read at least 20-30 minutes a day.*
- *Make sure your child has ample fiction and nonfiction materials at his/her reading level.*
- *Discuss with your child what he/she is reading.*

Your child needs to understand and use different skills and strategies to read:

- Uses word strategies to understand text and read fluently.
- Builds vocabulary through reading variety of texts.

Your child needs to understand the meaning of what is read:

- Shows understanding of theme/main idea and supporting details.
- Applies prior knowledge, makes inferences, forms questions when reading
- Summarizes important ideas/events in fiction and nonfiction text.
- Interprets cause and effect relationships within a literary or informational text.
- Analyzes similarities and differences within and between text.
- Distinguishes between fact and opinion and draws conclusions about what is read.

Your child needs to read different materials for a variety of purposes:

- Locate and use functional documents such newspapers and magazines.
- Understands and analyzes a variety of literary works.
- Analyzes sources of information for a specific purpose.

Your child needs to set goals and evaluate progress to improve reading:

- Evaluates reading progress and sets goals for reading.
- Evaluates book and authors to share common literary experiences.

Resources to use at home:

Wenatchee School District librarian's web page,

<http://home.wsd.wednet.edu/WSD/learnteach/wsdlibrary/index.htm>

Periodicals:

Time for Kids, National Geographic for Kids, Kids Discover

Carus Publishing: www.cricketmag.com

Writing

Sixth grade writing students approach writing with purpose and maintain their focus. Students write in a variety of genre, including expository, narrative, and persuasive, and publish in a variety of formats. Students evaluate both their own work and the work of others and make an effort to improve their writing. Students consider writing to be an important and effective tool for furthering their own learning.

How you can help your child with writing:

- *Help your child to write letters.*
- *Encourage your child to keep a personal diary or a trip journals.*
- *Help your child to use writing to get things done, e.g. letters to politicians, newspapers, etc.*
- *Encourage your child to use dictionaries and thesauruses independently.*

Your child needs to understand and use the writing process:

- Uses a variety of prewriting strategies to brainstorm and plan.
- Writes multiple drafts.
- Revises text, including changing words, sentences, paragraphs, and ideas.
- Edits to fix conventions errors, including spelling and punctuation.
- Publishes

Your child needs to write in a variety of forms for different audiences and purposes:

- Writes in a variety of forms, including expository essays, persuasive letters, book reviews, autobiography.
- Writes in content areas (charts, graphs, lab reports, info graphics, et.).

Your child needs to write clearly and effectively:

- Presents a narrow topic with a central idea.
- Uses relevant details, personal experiences, and opinions to support central idea.
- Organizes writing with a clear introduction, cohesive paragraphs, and a satisfying conclusion.
- Selects precise language.
- Uses a variety of sentence lengths and patterns.
- Writes legibly.
- Spells accurately and applies capitalization, punctuation, and grammar rules.
- Uses complete sentences in writing.

Your child needs to analyze and evaluate the effectiveness of written work:

- Evaluates writing using set criteria.
- Evaluates writing and sets goals to improve over time.

Communication

Sixth grade students will expand both observation and listening skills in order to discern explicit and implicit meanings of a given message. Students understand the role of culture in communicating with others, as well as the role of nonverbal communication. Students also understand that effective communication is a result of intercultural factors.

How you can help your student with communication:

- *Set aside 10-15 minutes to discuss current events as well as student's experiences during the school day.*
- *Ask open-ended questions and discuss ideas and opinions on a daily basis.*

Your student needs to use listening and observation skills to focus attention and interpret information:

- Adapts listening behavior to sustain attention and gives appropriate verbal and nonverbal feedback.
- Uses active, empathetic, and critical listening strategies.
- Uses listening for enjoyment in a variety of settings.
- Uses strategies for listening in order to interpret new information and responds with elaboration.

Your student needs to use communication skills and strategies to evaluate information from a variety of sources:

- Connects visual and auditory experiences to previous knowledge.
- Understands the relationships between what they see and hear, and the meaning carried through non-verbal communication such as dance.
- Analyzes persuasive techniques used in mass media.
- Identifies bias in advertising and persuasion, as well as the purpose of visual and auditory information in all forms of media.
- Selects language for a given audience and uses appropriate language for conflict resolution and understands respect for others is relayed through language.

Your student needs to use communication skills and strategies to effectively and responsibly interact in a multicultural context:

- Uses visual aids and available presentation technology.
- Uses comparisons, analogies, and storytelling to explain ideas.
- Uses available technology and resources to enhance presentations.
- Speaks confidently and engagingly using language appropriately for a given audience.

Your student needs to assess the effectiveness of communication for self and others:

- Examines strengths and weaknesses of one's own communication skills.
- Seeks and considers feedback from adults and peers to improve communication.
- Uses appropriate words for content classes (e.g., science, mathematics)
- Sets goals and monitors effectiveness through audience feedback.

Mathematics

In Number Sense, Concepts & Procedures, your child needs to be able to:

- Simplify arithmetic expressions with whole numbers.
- Explain equivalencies between fractions and decimals ($\frac{50}{100} = .5$).
- Demonstrate understanding of divisibility rules.
- Add, subtract, multiply and divide fractions.
- Use ratios to compare quantities.

In Measurement, your child needs to be able to:

- Find area and perimeter of regular and irregular geometric shapes

In Geometric Sense, your child needs to be able to:

- Graph points on a coordinate grid, 1st Quad.
- Identify & describe figures that are similar, congruent or symmetric.
- Compose, contrast and classify regular geometric figures.
- Compose, organize and display data, written and digital.

In Probability and Statistics, your child needs to be able to:

- Collect, organize and display data, written and digital.
- Choose & complete the mean, median and/or range to describe data, written and digital.
- Calculate the probability that an event will occur and compare experimental and theoretical results, written and digital.

In Algebraic Sense, your child needs to be able to:

- Express relationships between numbers symbolically.
- Use pictures and/or words to describe solutions to single variable equations.

Mathematics

In Problem Solving Characteristics, your child needs to be able to:

- Solve problems using a variety of strategies with the appropriate mathematical tools, including technology.

In Mathematical Reasoning, your child needs to be able to:

- Gather, interpret, compare and contrast pictures, diagrams or physical models found in a variety of sources, written and digital.
- Use inductive reasoning to support arguments or validate solutions.

In Communication, your child needs to be able to:

- Use everyday and mathematical language to describe and justify their thinking, using graphs, charts and journals, written and digital.

In Connection, your child needs to be able to:

- Use mathematics in familiar settings in other disciplines.
- Identify how mathematics is used in career settings.

HOW YOU CAN HELP YOUR CHILD WITH MATH:

- Teach fractions, measurement in kitchen, like dividing/doubling recipes.
- Allow your child to help with shopping.
- Play age appropriate games that require the use of basic math skills.
- Discuss charts, graphs and other forms of data collecting looking at newspaper and magazines.
- Use mathematical vocabulary when appropriate.
- Help your child organize a math study group.
- Help child to use computer to develop charts, graphs, & spreadsheets.
- Teach your child how to set up and follow a simple budget.
- Check out math web sites.

Science

How you can help your child with science:

- *Practice measurement using a ruler, scale and thermometer.*
- *Use the internet to view science sites.*
- *Check out science books from the library.*
- *Visit North Central Washington Museum Geology exhibits.*
- *Use the internet to view weather imagery, NASA.*
- *Identify the different rocks around your neighborhood.*
- *View the night sky from your own backyard.*

In Science your child needs to know:

- How the regular and predictable motions of most objects in the solar system account for such phenomena as the day, year, and phases of the moon, eclipses, seasons, and ocean tides.
- Constructive and destructive processes at work and how they continually change landforms on Earth.
- The importance of fossils documenting life and environmental changes over time.
- Global atmospheric movement and the formation of ocean currents to weather and climate.
- How human societies' use of natural resources affects the quality of life and the health of ecosystems.

In Science your child needs to be able to:

- Generate questions that can be answered through scientific investigations.
- Design, conduct, and evaluate scientific investigations, using appropriate equipment, mathematics, and safety procedures.
- Use evidence from scientific investigations to think critically and logically to develop descriptions, explanation, and predictions.
- Communicate scientific procedures, investigations, and explanations orally, in writing, with computer-based technology, and in the language of mathematics.
- Identify, design, and test alternative solutions to a challenge or problem.
- Compare and contrast multiple solutions to a problem or challenge.
- Investigate the use of science, mathematics, and technology within occupational/career areas of interest.
- Categorize rocks and soils into groups based on their chemical and physical properties; describe the processes by which rocks and soils are formed.
- Describe the components and relationships of the Earth system, including the solid Earth, the hydrosphere, and the atmosphere.
- Describe the relationships of Earth to the sun, the moon, the other planets and their moon, and smaller objects, such as asteroids and comets.

Social Studies

Sixth grade social studies students should learn and understand the sixth grade Big Ideas and vocabulary. He/she will also participate in a classroom-based research project.

How you can help your child with reading:

- *Visit local museums and government buildings.*
- *Involve your child in family decision-making.*
- *Discuss current events with your child.*
- *Read the newspaper and attend community functions.*
- *Help child understand why compromise is often necessary.*
- *Discuss conflict/resolution in everyday life.*

In Social Studies your child needs to know:

Sixth Grade Big Ideas

- Different natural forces create different regions.
- Geography and climate create economic diversity in a region.
- Location, place, region, movement, and human/environment interaction are the five themes of geography.
- Geography climate influence the development of culture.
- All civilizations share culture universals, which include government, economics, social, and belief systems.
- Exploration requires taking risks.
- Immigrant groups can have both a positive and negative impact on a region.
- National and international events shape a state's economy and social structure.
- War and conflict cause change in society.
- Trade tends to positively impact a region's economy.
- A region's economy can be made up of many different sectors.
- There can be a strong interdependent relationship between neighboring regions.
- Laws and rules are necessary to provide safety and keep order.
- People and societies face challenges unique to their time and place.
- The common good may conflict with the exercise of individual rights.

Resources to be used at home:

Washington in the Pacific Northwest by Laurie Carlson and Mike Green

<http://www.k12.wa.us/assessment/WASL/socialstudies/default.aspx> — OSPI Classroom-Based Assessment for Causes of Conflict

Health and Fitness

In Health and Fitness your child needs to be able to:

- Acquire knowledge and skills necessary to maintain an active and healthy life-style.
- Understand that the human being develops from a single cell into a many celled organism capable of reproducing.
- Understand basic concepts relating to genetics.
- Understand the developmental transitions from fertilization through adulthood.
- Understand how real life influences health.
- Understand the importance of lifelong health and fitness plans.

HOW YOU CAN HELP YOUR CHILD WITH HEALTH AND FITNESS:

- Discuss bicycle, roller blading and skateboarding safety practices.
- Practice emergency drills and procedures for you home.
- Include your student in meal planning and preparation.
- Model positive communication skills.
- Discuss and demonstrate respect for cultural diversity.
- Explore opportunities for camps.
- Organize a family exercise time.
- Do things that include kids of other cultures, genders, and abilities.
- Attend a sporting that models good sportsmanship.

Dance and Movement

In Dance your child needs to be able to:

- Demonstrate sustained and percussive movement [energy].
- Create simple dances in solo and small groupings.
- Demonstrate precision in locomotor and non-locomotor movement.
- Use abdominal muscular control in movement [center strength].
- Demonstrate warm-up and cool-down techniques appropriate to increasing flexibility.
- Perform with others in unison.
- Demonstrate proper etiquette in a variety of art settings and performances.
- Apply previously learned art concepts, vocabulary, skills and techniques through a creative process.
- Apply previously learned art concepts, vocabulary, skills and techniques through a performance process.
- Identify the difference between audience and artist/performer.
- Apply previously learned art concepts and vocabulary through a responding process.
- Recognize that the arts are used in media.
- Recognize arts concepts in multiple art disciplines [i.e. pattern].
- Demonstrate that art concepts occur in other content areas.
- Identify that aesthetic criteria impacts community decision-making.
- Identify work habits needed for careers in the arts.
- Describe art skills used in a variety of careers.

HOW YOU CAN HELP YOUR CHILD WITH DANCE:

- Encourage active participation, both in and outside of school.
- Reinforce proper audience etiquette.

Visual Arts

In Visual Arts your child needs to be able to:

- Identify and mix complementary colors to form neutrals.
- Identify and use warm/cool colors as advancing and receding in space.
- Identify and use space, form, and texture in 2D and 3D art forms.
- Understand and demonstrate movement of the viewers eye within a composition, e.g. implied/axis lines.
- Understand and demonstrate gradations of value both in neutrals and in colors.
- Use parallel and converging lines to create depth.
- Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process, a performance process, and a responding process.

HOW YOU CAN HELP YOUR CHILD WITH VISUAL ARTS:

- Display art work around the home and workplace.
- Keep a variety of art materials available.
- Encourage safe use of material and cleanup practices.
- Do art projects with your child.
- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.
- Visit galleries and museums and cultural events.

Music

In Music your child will have choices for performing in:

Beginning Band/Beginning Mariachi

- Produce an appropriate sound for a beginning band student and play instrument competently and confidently.
- Play with good posture, good position and good breath control.
- Read exercises using whole, half, dotted half, quarter, dotted quarter and eighth notes and rests in various time signatures.
- Perform in four music programs throughout the school year to demonstrate student progress.
- Perform the Bb, F and Eb major scales (concert pitch).
- Have the opportunity to participate in the Solo and Ensemble contest.
- Turn in practice calendars as instructed by teacher.

Orchestra

- Produce an appropriate sound for a young band student and play instrument competently and confidently.
- Play with good posture, good position and good breath control.
- Perform in four music programs throughout the school year and at a large group contest to demonstrate skills learned in the classroom.
- Perform from memory the Bb, F, Eb, Ab, and C major scales (concert pitch) and the chromatic scale.
- Have the opportunity to participate in the Solo and Ensemble contest.
- Turn in practice calendars as instructed by the teacher.
- Memorize music, demonstrate proper instrument carry and posture, march in step and learn the discipline of teamwork.
- Demonstrate marching skills in two parades.

Music Exploratory

- Learn note reading using scales and rhythm combinations up through 16th notes and rests.
- Learn to sing with correct vocal technique in two-part harmony.
- Practice rhythm combinations through the use of percussion instruments.
- Understand and apply the use of a variety of musical terms.

HOW YOU CAN HELP YOUR CHILD WITH MUSIC:

- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.

Wenatchee School District
Graduate Profile
“Prepared to be Contributing 21st Century Citizens”
(Adopted: February 10, 2003)

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

Students as Scholar:

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

Students as Citizen:

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

Student as Life Planner:

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

School Information:

Principal's Name: _____

School Telephone: _____

Teacher's Name: _____ Ph. _____

Teacher's Name: _____ Ph. _____

Teacher's Name: _____ Ph. _____

Teacher's Name: _____ Ph. _____

Dates to remember:

Open House: _____

Teacher/Parent Confs: _____

End of 1st Quarter: _____

End of 2st Quarter: _____

End of 3st Quarter: _____

End of 4st Quarter: _____

Special Event: _____

Special Event: _____

Special Event: _____

Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.