



SAINT BRIGID
OF KILDARE SCHOOL

Seeking Grace and Wisdom

Welcome to Sixth Grade
Curriculum Night

Faith, Families, Tradition

2011-2012

Our sixth grade team of teachers...

Mrs. Carli Saliba

I grew up outside of Tampa, Florida and then moved to Fort Wayne, Indiana when I was in the 4th grade. All of my immediate family still resides in Indiana and I visit them often. I recently became an aunt and absolutely love it. I was blessed to enjoy Catholic education my entire life, including attending the University of Dayton. Go Flyers! I graduated with a Bachelor's of Science degree in Middle Childhood Education with a concentration in math and science. After graduation, I spent my first few years teaching 4th grade math and science in an elementary school in a suburb of Dayton, Ohio. Next, I was welcomed to St. Brigid and have spent the last three years teaching science, algebra, and math to the 5th, 6th, 7th, and 8th grade students. I will continue to teach math this year, but am looking forward to helping your children grow closer to Christ through teaching religion, as well. I feel so blessed to be teaching here and am excited for a great school year!

Mrs. Sue Kessler

I am originally from Stark County, Ohio and moved to Dublin just seven years ago. I am a graduate of Walsh University in North Canton, Ohio. I have a Bachelor of Science degree in Comprehensive Science. I later returned to Walsh to obtain my middle school teaching license in language arts and science. I also hold the Ohio reading endorsement for grades K-12.

My husband and I have three daughters ages 15 through 19 years old. We are very busy following their many athletic activities. When time permits we enjoy spending time with our families in Canton.

Since I was a stay-at-home mom prior to earning my teaching license, this is my eighth year of teaching. I teach sixth grade language arts, science and health this year and enjoyed the same assignment the last six years at St. Brigid. Prior to that, I taught 5th grade in Stark County. I also was a literacy team teacher here at St. Brigid. I am thrilled and feel truly blessed to share my day with your children and I welcome any questions that you may have.

Mrs. Jill Cecutti

I am a native of the Columbus area and am a proud graduate of Capital University. In recent years, I have taken additional coursework from Ashland University and University of Dayton. I attend professional conferences and in-services frequently throughout the year and served on the Diocesan Language Arts Course of Study Committee. I currently serve on the statewide "Choose to Read Ohio" Advisory Board dedicated to choosing reading lists, promoting reading, and spotlighting Ohio authors in schools and libraries across Ohio. I am also the Battle of the Books coach for our SBK teams.

My teaching career has spanned over 23 years. I began my career as a Title I Reading teacher for Westerville City Schools, then taught 4th through 8th grades at St. Paul School in Westerville. I then took time away from classroom teaching to be a "stay-at-home mom" with my two sons. During that time I also volunteered in schools and youth sports and served as a substitute teacher. I reentered teaching at St. Brigid nine years ago. In my leisure time, I enjoy spending time with my family and friends, walking my 'rescued from the pound' dog Lilu, traveling to sunny beaches, and reading great books.

My position as literacy teacher provides the opportunity for me to work with all 5th and 6th grade students each day in a variety of ways. I collaborate with teachers to creatively plan, integrate standards, and implement units of study in all subject areas through language arts: reading, writing, speaking and viewing. I also coordinate the Accelerated Reader (AR) program for 5th and 6th grades. My most important role is to work directly with students to support them as they explore and learn. My passion in education, besides working with children, is children's literature and promoting life-long reading. I am blessed to be working with you and your children in our wonderful school. Please feel free to contact me with any questions or concerns you may have throughout the year.

Miss Karen Partridge

I grew up in Dublin, Ohio where, I am proud to say, I was a 2002 graduate of Saint Brigid of Kildare. I enjoyed my time as a student then and now I am so excited to be back. In 2006, I graduated from Bishop Watterson High School. Go Eagles! I went on to get my Bachelors Degree in Middle Childhood Education, social studies, and language arts.

I have three sisters with whom I am extremely close, I am an identical triplet and have another sister who is one year older than we are. They live in Baltimore, Pittsburgh, and Dallas, and I miss them everyday. In my free time, you can find me eating at El Vaquero, running, or cheering on the Buckeyes, Blue Jackets, and Steelers!

I am teaching 5th and 6th grade social studies as well as 5th grade religion. I am so blessed to be working with such a great group of students. Every day I get excited to come to school and get to know each of your children better. I am looking forward to a great year!

Ms. Amy Loscko

¡Hola! I am the new Spanish teacher. I am a Columbus, Ohio native and I also attended Bishop Ready High School. I am a graduate of The Ohio State University with a Bachelor's Degree in Spanish Linguistics and Speech and Hearing Science. I attended graduate school at OSU for Speech Language Pathology and have also spent time living in Spain. I have a great passion for second language acquisition and I am excited to help improve the Spanish language skills of St. Brigid students this year.

Students in 5th and 6th grade will receive Spanish instruction each week and will focus on learning new vocabulary, grammar, and cultural connections through discussion and dialogue. The goal in every classroom is not only to learn, but also to apply newly acquired skills in real-life situations to show that learning with understanding has occurred.

This year in Spanish class students may find themselves singing, dancing, researching, role-playing or using technology, all in the same classroom! I'm looking forward to an exciting school year and the opportunity to bring the joy and importance of culture to St. Brigid. ¡Adios!

Important details regarding sixth grade...



**Communication, communication, communication...
we can't stress it enough.**

Communication is an essential component in your child's education. If you need to speak to any of us or schedule a conference during the year, call us at school (718-5825). Please leave a message with the school secretary. We also welcome notes from home and will answer them as needed. If you wish to email us, we will do our best to answer you at our earliest convenience. Our email addresses are:

csaliba@cdeducation.org,
skessler@cdeducation.org,
jcecutti@cdeducation.org
kpartrid@cdeducation.org

Wednesday Folders

Any school communication will be sent home on Wednesdays only. Please read all the information, sign the back of the folder, and return the folder with your child on Thursday.

Friday Folders

Every Friday your child will bring home work products that he/she completed. Please take some time to review these papers with your child. This is a great opportunity to review your child's progress and to notice both areas of strength and weakness. Please sign and return the folder on Monday, or the next school day, **with the papers inside**. All papers will be returned to you at the end of each quarter. We retain the papers to refer to for assessment of growth over time.

Assignments

We believe that every assignment has value and importance. In an effort to help your child stay organized and on track throughout the year, we will require all students to use the school planner daily. At the end of each day, we review orally and in writing all assignments and due dates for every subject. To communicate with you about any missing assignments from your child, we will be using a *missing assignment notice*. This

slip will indicate the assignment that was missed and the teacher of the class for which it was assigned. When a slip is given, the teacher will conference with your child and help make a plan to prevent any more missed assignments. An academic detention will be served upon three missing assignments per quarter. Academic detentions are different than behavioral detentions, and will be served on Tuesdays from 3:00-3:30 in one of the fifth or sixth grade classrooms. Organization and responsibility are crucial life skills that will continue to benefit the students in the future. Our number one goal is to help your child achieve success this school year.

Nutritious Snacks and Lunch

Fifth and sixth graders have the very last lunch period at 12:30 each day. Thus a nutritious snack may be brought to eat mid-morning. We encourage you to help your child make healthy choices that would be easy to eat in our classroom. Staying hydrated is also important for growing bodies and thinking minds. Water bottles are permitted as long as they are not a distraction and contain only water and ice. No sport drinks or flavored water, please.

Our sixth grade content areas...

Religion

The sixth graders will be focusing their studies on the Old Testament. We will largely examine how God reveals Himself to us by exploring the ways He revealed himself to the people, prophets, and kings that helped shape our faith in the Old Testament. We will spend time studying the Bible, the liturgical year, and various forms of prayer through projects, presentations, and a variety of individual and group activities. Our school theme this year is 'Faith, Families, Tradition.' We will be focusing on this theme in several ways throughout the year as we grow to understand how to learn more about Christ and how to grow closer to Him.

Social Studies

Sixth grade social studies allows us to take an in-depth look at many ancient civilizations. We will study early man, Mesopotamia, Egypt, China, India, Greece, and Rome, to name a few. For each civilization, we will incorporate the five themes of geography: location, place, human/environment interaction, movement, and religions. We will look at the economic structure, religion, political systems, and basic cultures of each group we study as well as learn to draw comparisons between all of them. Throughout the year, we will be working on strengthening our study skills by learning different strategies and using graphic organizers to help prepare for assessments.

Science and Health

After a review of science process skills and science vocabulary, we will move our way through the science curriculum that includes life science, physical science, and earth and space science. A textbook will be distributed when needed. It will provide background knowledge to enhance our learning. Most learning will be achieved through an active, hands-on approach in a cooperative learning setting.

Health will be divided into various units covering social, physical, and mental/emotional health. We will also learn about goal-setting and decision making processes. We have health textbooks to use when needed while in class.

Language Arts

The standards for language arts are included in this packet for your reference. Mrs. Cecutti and Mrs. Kessler will work closely to provide a workshop approach to reading and writing. Reading instruction will occur in the context of novels, poetry, informational text, Internet research, magazines, newspapers, and other authentic sources of text. Reading will be a combination of guided, interactive, and independent formats. One type of grouping we will incorporate into reading class this year is literature circles. "Literature circles" are a type of flexible grouping that changes by book choice or assignment. The "circles" are focused on actively using reading strategies, continuing vocabulary development, writing and discussing reader responses, using higher level questioning skills, and participating in small group discussions and activities. Whole class literature selections will be integrated with other subject areas. For instance, when studying "mental and emotional health" in health class, we will read the novel *On My Honor*, a Newbery winning novel that deals with a friendship and some difficult choices a boy must make.

Learning from and enjoying quality children's literature through practice of daily independent reading are vital to our reading curriculum. There are many "purposes" for reading: enjoying the story and characters, gaining background knowledge, using authors' styles as examples for our own writing, developing vocabulary, strengthening reading strategies, and increasing reading endurance. Emphasis will be placed on reading a "variety" of authors and genres. We visit our school's library every Tuesday to work on library skills and choose books, although books are always available in our classroom and beach reading room. The Accelerated Reading program is one of the tools we use to monitor independent reading, literal comprehension, and vocabulary development. An average of at least twenty minutes of independent reading is assigned daily for homework. In addition to the bi-weekly vocabulary lessons and lists focused on prefixes, word parts, synonyms, antonyms, Greek and Latin roots, and etymology of words, each student will also have an independent vocabulary list for his/her independent reading books.

For most writing assignments, students will use the *writing process: prewriting, drafting, revising, editing, and publishing*. Assignments focus on a particular type of writing and the specific skills needed to be a proficient writer. The targeted skills will be explicitly taught, reviewed and re-taught as necessary, and then evaluated through authentic assignments (letter writing, stories, news articles, research reports, essays, etc...) Students are expected to continue using and applying mastered skills in all writing assignments throughout the year. Composing "free choice" writing pieces of any genre will also be encouraged. Students will free-write in a writer's notebook in which practicing and experimenting with writing can take place. This format of free-writing serves as a place for students to express themselves and to begin new ideas for crafting future writing. Most writing will be started in class with time given to begin so that we can help students who need additional assistance. However, we encourage

students to write while at home, too, since a comfortable, familiar setting can inspire creativity and aid organization of ideas.

Another opportunity this year will be entering writing contests of all types as well as emailing authors about our reading selections. Some of these opportunities will be optional and some will also be used for a writing assessment before the contest. An example of this is the *Letters About Literature Contest* that we will begin in November. Attached to the back of this packet is a permission form that will need to be signed by a parent and returned to school in order for us to allow your child's writing of any kind to be released outside of the school. We NEVER give personal information such as home address, phone number, family names, or other information to outside sources. Sometimes we have the opportunity to communicate with students at other schools about our reading and writing. Any response or correspondence with a student from outside sources will ALWAYS come through a teacher at school first. If you choose not to allow your child's work to be released for contests or outside publication, the assignment will still be assigned and completed for class use and assessment.

Mathematics

The sixth grade math curriculum is an exciting step. This year the focus shifts to applying computational skills to more complex situations rather than simple computation work. However, we will continue to revisit our fundamental skills throughout the year. Please continue reviewing and practicing with flashcards three times a week for fifteen minutes.

Math of this level allows for exciting opportunities and activities in which the students truly see just how integral math has become in our everyday lives. Your child can expect to be introduced to, to delve further into or to master the following:

- ✓ Prime factorization-LCM/GCF
- ✓ Rational Numbers and Integers
- ✓ Ratio, Proportion and Percent
- ✓ Order of Operations
- ✓ Perimeter, Area, Surface Area and Volume
- ✓ Evaluating Expressions and Equations
- ✓ Testing Theoretical and Experimental Probabilities
- ✓ Comparing and Ordering Fractions, Decimals and Percents

A copy of 6th grade mathematics standards is included in this packet.

Integrated study skills unit

Currently and for the next couple of weeks, all 5th and 6th graders are participating in an integrated study skills unit in each of their core classes. Even though our students have learned and used study skills in the past, we believe that study skills need to be explicitly taught, reviewed, and used frequently in order to master and use effectively. We also recognize that each student's learning style and study needs are unique and

often change based on the material being learned. With that in mind, we are providing in-depth and comprehensive lessons on "how to study" and how to use the tools, such as the various graphic organizers, books such as the *Write Source*, *Reader's Handbook*, *Math on Hand* or *Math on Call* and parts of textbooks, to make learning easier in each class. In each content area, study methods and tools that are best suited for that particular subject will be presented and practiced so that students can then choose the study methods and tools that work best for themselves. As a result, our students will have a better understanding and ability to use effective study tips and tools in class and at home as they prepare for assessments and projects this year. A way that you can support our efforts is to help your child set up a quiet area of your home in which to study and read. Also, we recognize that many families have very busy evening and weekend schedules. Please help your child find an appropriate and productive time to work on any school-related responsibilities on those busy evenings. Thank you!



Assessment Overview...

We use a **standards based grading system**. This means that as a student demonstrates learning at a mastery level, he/she has *met the standard*. If a student has less than a mastery level of learning the standard, intervention and reassessment will take place in a variety of ways. Students may *meet the standard* at the time the standard is initially taught and assessed, or at a different time during the year after explicit teaching, practice, assessment, interventions, and reassessment has occurred. Thus a student's grade for the standard in a particular subject area can be fluctuating and changing as the student becomes more and more able to master, use, and apply the standards. An application level of a standard is often considered *exceeding the standard* since a student demonstrates a deeper understanding and ability to apply the standard in an extraordinary manner.

Assessment means the *measuring of student's ability and achievement with specific learning goals or content standards*. Each area of study, such as religion, mathematics, language arts, social studies, science, art, music, physical education, and Spanish, have a Diocesan Course of Study with specific content standards required for each grade level. The content standards are where teachers begin when planning lessons and units of study. Rubrics and checklists are used to communicate with students regarding the level of performance needed to demonstrate mastery, or the need for intervention or more practice to improve to the mastery level. It is possible for mastery level to change as the year progresses with standards that span the entire year, such as in language arts. For example, as new punctuation rules are taught and learned, the mastery level for that particular standard would increase since a student would need to be able to correctly use additional rules in punctuation as the year progressed. When "exceeding the standard" is an option, it will be demonstrated by mastery of the standard and beyond by demonstrating application of the standard and an exceptional depth of understanding. There are some standards that cannot be exceeded due to their nature, such as computation in mathematics or capitalizing proper nouns. Doing "more" does not equal "exceeding."

We will assess previous learning and where the students are in relation to the standards before beginning most units of study; this is referred to as **pre-assessment**. A pre-assessment can be written, oral, or even observational according to the standard being assessed.

As the unit of study begins, students will have various **formative assessments** which will be checkpoints to measure learning. The formative assessments are similar to a roadmap that lets students and teachers know what direction to go with further learning.

Near the conclusion of a unit of study, students will participate in a **summative assessment** which will determine the level of understanding of the content standards in the unit. The

summative assessment could be in the form of a written or oral test, a multi-faceted project, a PowerPoint presentation, or other more complex or detailed representations of student learning.

Students will often **self-reflect** on their learning during and at the end of a unit of study since the impact of learning is more evident when voiced by the learner and connections are made to how the new learning could be used in the future.

In *standards based grading* we are most concerned with “**progress over time.**” Since most standards are revisited, retaught, and practiced either immediately after initial instruction or later in the quarter or year, possibly in a different manner, standards based grading allows a student to learn as he or she is developmentally ready and at a pace that is conducive to mastery learning.



For our sports fans, learning and assessment can be compared to a sporting event such as soccer...

The new coach wants to develop a team who can use soccer skills, play together, and win a game. Coach first puts the players on the practice field to see what they can do. He puts them through a couple drills and some short-sided games with each other. This would be his **pre-assessment**, just as a teacher will pre-assess students at the beginning of most units of study. After observing and talking to the players, the coach knows that the players need more instruction on passing. A passing lesson is given and then Coach has the players do passing drills which would be the **additional instruction and practice** we provide students after the initial instruction of a standard. Some players need to practice more at home and even more the next day at practice, so Coach provides further assistance, possibly in a different manner. Other players have mastered the passing and now are working on longer passes or more complex passing patterns. In the classroom, the same could happen with a content standard; some are still working to master it while others are using it in a different way or more complex manner. Next, Coach wants to put his team in a game situation to see how they do, so he sets up some scrimmages. In school, these would be **formative assessments** and may happen multiple times in different ways to serve as checkpoints for the student and teacher to direct further learning. Although the scrimmages give the coach information about the players, it wouldn't be fair to judge them yet since they are still developing, just as teachers give students multiple opportunities and ways to demonstrate their understanding of a standard. After the scrimmages, the soccer team learns some new plays and also works to strengthen their weak areas with Coach's help. This would be **additional instruction and intervention** in the classroom with individuals or groups of students. Finally, after many practices and scrimmages, it's time for the big game. This is when all the skills and strategies of the soccer players come into play. The players go onto the field and use all of their skills to win. This would be the

summative assessment in the classroom and would showcase the learning goals and achievement of the student in relation to the specific content standards. The summative assessment might be a paper-pencil test, an oral debate or presentation, a research project, an invention or original piece of writing or artwork, an audio-visual product, or many other forms of showcasing student learning and mastery and application of content standards. The goal is to demonstrate an understanding of the standard that is strong enough to be recalled and used in future learning, just as Coach knows his players will continue to improve and use what they have learned in the next big game.

Important Updates for Parents

Parent/Student Handbook Changes 2011 – 2012

The items listed below are the major changes in the 2011-12 handbook.
Please remember to sign both sides of the Handbook Release form and the Technology Acceptable Use Policy and return this on the first day of school.

- Tennis shoes must be solid white, solid black, or black and white. Please no gray, silver, or other variations. No crocks, moccasins or cloth tennis shoes. Shoelaces must be the same color as the shoe. Please see complete shoe policy in handbook.
- Please see the **new Birthday Treat policy** on the reverse.

Reminders:

- Students may not be dropped off at school before 7:45 am.
- Detention will be held on Wednesday mornings from 7:15 – 7:45 am.
- Please see the Volunteer Code of Conduct on pages 51-52.
- Early release days are listed on page 33.

Birthday Celebrations

A birthday is an opportunity for a student to celebrate his/her special day. As a school community, we will celebrate in the following ways:

- Each student is invited to have a **Birthday Special Dress Day**. (Students may choose to “dress up” or “dress down.” Please follow the dress code for special dress days.) If the student birthday is on the weekend, on a vacation day, or on the day of a Mass, he/she is allowed to have his/her special dress day on the school day closest to his/her date of birth. Students with birthdays occurring during summer break may celebrate on their “half birthday”.
- Each student will be recognized on his/her birthday or half birthday during **Morning Announcements**.
- Each student will receive a **birthday cupcake provided by the school** during his/her lunch period. The cupcake will be presented to the student and classmates will be invited to sing “Happy Birthday!” (**This cupcake will eliminate the doughnuts/cupcakes/candy brought to school by the birthday student.**)

Other **optional** means of celebrating could include:

- Parents could make a donation to a service organization in the name of the student. Examples include: The Dublin Food Pantry, Furniture Bank of Mid- Ohio, Catholic Social Services, etc. or possibly to the St. Brigid Tuition Assistance Fund.
- Students could provide a classroom gift, such as a classroom game, a playground ball, or something from the classroom wish list.
- Students are permitted to bring a non-food treat for their classmates on their birthday. Please make sure that this is a **NON-FOOD ITEM**. Examples: pencils, fun erasers, stickers, small coloring booklets, bookmarks, small key chains, magnets, etc.
- Students are invited to participate in the Birthday Book Club. For a donation of \$10.00, your child will pick out a new book from the birthday book shelf. The student’s name and birth date will appear on a special bookplate placed in the front of the book, and he/she will be the first to check out that book. This is a wonderful way to honor your child on his/her birthday and to share the enjoyment of reading with others for years to come.

Please be advised that these are just suggestions and none of the above is necessary or required.





**SAINT BRIGID
OF KILDARE SCHOOL**
Seeking Grace and Wisdom

St Brigid of Kildare School Quality Report and Effort Rubric 2011-2012



Student: _____

Quarter: 1

Teacher: _____

Grade: 5th Grade + 6th Grade

	Quarter One			Quarter Two			Quarter Three			Quarter Four		
Religion												
Math												
Social Studies												
Language Arts												
Science												
Art												
Music												
Physical Education												
Spanish												
Library												

Key:

1. Satisfactory effort
2. Uses time wisely
3. Shows interest and enthusiasm for individual and class activities
4. Is becoming more self-reliant
5. Puts forth best effort; highly motivated
6. Is working towards academic potential
7. Lack of effort and motivation towards work
8. Assignments are often late or incomplete
9. Needs to participate more in class discussions and/or activities
10. Quality of work is often poor or inconsistent
11. Needs to follow written/oral directions
12. Needs to apply previously learned skills and concepts
13. Needs to be a more active listener in class
14. Inconsistently prepared for class
15. Frequent absences have negatively affected progress





Diocese of Columbus Grade 6 Academic Content Standards

Grade 6 Language Arts Standards

Standard I: Reads a wide range of texts for a variety of purposes.

A. Reads a wide range of literature from many genres.
 1. Identifies the defining characteristics of literary forms of genres, including poetry, drama, myth, biographies, autobiographies, fiction, and non-fiction.
 2. Identifies recurring themes, patterns, and symbols found in literature from different eras and cultures.

B. Reads for a wide variety of purposes.
 1. Establishes and adjusts purposes for reading including discovery, understanding, interpretation, enjoyment, and problem solving.
 2. Uses criteria to choose independent reading materials.
 3. Independently reads for various purposes.

C. Reads a wide range of literature from many periods.
 1. Recognizes literature from different periods.
 2. Identifies selected authors and illustrators by their styles and themes.
 3. Comprehends a wide range of non-textual material, including spoken and visual text.

Standard II: Demonstrates competence in general reading strategies.

A. Phonological awareness is mastered at Grade 4.
B. Develops word recognition and word analysis skills.
 1. Applies the knowledge of roots and affixes to analyze the meaning of words.
 2. Uses dictionaries, glossaries, technology, and text features to determine the meaning and pronunciation of words.
 3. Identifies symbols and acronyms and connects them to whole words.
 4. Distinguishes between stated and implied meanings.
 5. Begins to explore word etymology.

C. Expands vocabulary by using a variety of methods.
 1. Identifies analogies and other word relationships.
 2. Uses context clues, author's use of definition and restatement to define unknown words.

D. Reads phrases, sentences, passages etc.
 1. Proficiently reads with accuracy, fluency, phrasing, and expression.
 2. Integrates reading strategies such as skimming, scanning, reading on, looking back, note taking, or summarizing.
 3. Uses prior knowledge during PIE reading and reading activities.

E. Demonstrates literal comprehension skills.
 1. Uses and creates graphic organizers to interpret text.
 2. Summarizes information from text.
 3. Sequences data from text.
 4. Compares original text to a summary.
 5. Explains the importance of setting.

6. Identifies both main and minor events of plot.
 7. Uses parts of book to locate information.
 8. Answers literal questions.

F. Demonstrates Interpretive comprehension skills.
 1. Draws conclusions based on deduction, inference, and generalization.
 2. Distinguishes between fact and opinion.
 3. Compares and contrasts a topic using different sources.
 4. Begins to make critical comparisons across texts.
 5. Distinguishes how an author establishes mood.
 6. Analyzes and explains different points of view.

G. Demonstrates critical thinking skills.
 1. Identifies and understands the author's purpose.
 2. Analyzes information found in maps, charts, tables, graphs, and cutaways.
 3. Begins to interpret text in terms of author's bias, and assesses the adequacy and accuracy of details.
 4. Predicts the most probable outcome substantiating with text references.

Standard III: Demonstrates competence in the skills and strategies of the writing process.

A. Writes legibly in cursive.
B. Understands and develops a pre-writing process.
 1. Determines audience and purpose.
 2. Generates writing ideas in various ways.
 3. Uses outlines, diagrams, maps, or webs to plan writing.
 4. Establishes a thesis statement.

C. Applies drafting and revising skills.
 1. Groups related ideas in paragraphs, and maintains a consistent focus across paragraphs.
 2. Composes in logical sequence with an introduction, body, and conclusion.
 3. Adds descriptive words and transitional words.
 4. Uses different organizational structures, cause/effect, compare/contrast, problem/solution.
 5. Uses simple, compound, and complex sentences.
 6. Demonstrates correct usage of all parts of speech.
 7. Rereads to assess for clarity.
 8. Adds and deletes information to improve writing.

D. Applies editing skills.
 1. Proofreads to improve grammar, spelling, punctuation, and capitalization. Corrects fragments and run-ons.
 2. Uses style guides to help correct mistakes.
 3. Uses a rubric for self-evaluation.

E. Understands and uses conventions of print.
 1. Uses correct capitalization.
 2. Uses correct punctuation.
 3. Demonstrates correct spelling.

F. Composes writing applications.
 1. Writes in response to a topic prompt.
 2. Writes responses to literature.
 3. Writes business letters.
 4. Writes narratives.
 5. Writes informational essays or reports.
 6. Writes persuasive essays.
 7. Produces writings such as journals, notes, and poems.

G. Publishes writing applications.
 1. Publishes writing that follows the correct format.
 2. Publishes writing for display or for sharing with others.
 3. Contributes to a writing portfolio.

Standard III: Gathers and uses a variety of informational and technological resources to communicate discoveries.

A. Demonstrates research techniques.
 1. Generates research questions.
 2. Gathers multiple resources.
 3. Summarizes important information.
 4. Identifies validity of sources.
 5. Organizes information systematically.
 6. Incorporates quotation marks.
 7. Presents findings orally, visually, or in written format.

B. Demonstrates the use of informational resources.
C. Demonstrates the use of technological resources.
D. Communicates discoveries through the use of a computer or other forms of technology.

Standard IV: Develops competence in speaking, listening, and viewing skills as tools for learning and for effective communication.

A. Listens to/ views different materials from a variety of sources.
 1. Demonstrates active listening/viewing skills.
 2. Summarizes the main idea and draws conclusions from listening/viewing.
 3. Identifies the speaker's purpose and point of view.
 4. Identifies persuasive techniques.

B. Uses language and speaking skills appropriate to the audience, situation, and purpose.
 1. Demonstrates an understanding of the rules of English.
 2. Uses clear diction, pitch, tempo, and tone, and adjusts volume to stress important ideas.
 3. Adjusts content to fit purpose and audience.

C. Applies speaking strategies in increasingly sophisticated ways.
 1. Delivers information presentations.
 2. Delivers formal and informal descriptive presentations.
 3. Delivers persuasive presentations.



Diocese of Columbus Grade 6 Academic Content Standards

Grade 6 Math Standards

Standard I: Mathematical Processes

- Uses a variety of tools and strategies in problem solving.
- Applies mathematical knowledge and skills.
- Recognizes and uses equivalent representations.
- Evaluates the reasonableness of predictions, estimations, and solutions.
- Uses a variety of mathematical representations to organize, record, and communicate mathematical ideas.
- Uses mathematical language and symbols to explain, analyze, and justify mathematical ideas, strategies, and solutions.
- Writes clearly and coherently about mathematical thinking and ideas.
- Estimates and computes fluently.

Standard II: Number, Number Sense and Operations

- Decomposes and recomposes numbers using factors and exponents.
- Uses prime factorization of composite numbers.
- Explains why a number is "rational."
- Finds percentage of specific numbers, using real life examples.
- Uses models and pictures to relate concepts of ratio, proportion, and percent.
- Uses order of operations.
- Uses simple expressions involving integers to solve problems.
- Represents multiplication and division situations involving fractions and decimals.
- Gives examples of how ratios are used to represent comparisons.
- Recognizes that a quotient may be larger than the dividend when the divisor is a fraction.
- Performs computations with fractions and decimals.
- Develops and analyzes algorithms for computing with fractions and decimals.
- Uses proportional reasoning, ratios, and percents.

Standard III: Measurement

- Explains the difference between surface area and volume.
- Uses strategies to develop formulas for finding circumference and area of circles, and the determine the area of sectors.
- Estimates perimeter or circumference and area for circles, triangles, quadrilaterals, and surface area and volume for prisms and cylinders.
- Determines which measure matches the context for a problem situation.
- Understand the difference between perimeter and area.
- Describes what happens to perimeter and area of a 2-dimensional shape when the measurements of the shape are changed.

Standard IV: Geometry and Spatial Sense

- Uses models to determine the sum of interior angles of triangles and quadrilaterals.
- Classifies and describes 2-dimensional and 3-dimensional geometric figures by their attributes.
- Uses standard language to define geometric vocabulary: vertex, face, altitude, diagonal, isosceles, equilateral, acute, obtuse.
- Uses multiple classification criteria to classify triangles; e.g., right scalene triangle.
- Identifies and defines relationships between planes.
- Predicts and describes sizes, positions, and orientations of 2-dimensional shapes after transformations.
- Draws similar figures that model proportional relationships.
- Builds 3-dimensional objects.
- Extends understanding of coordinate planes to include negative numbers.

Standard V: Patterns, Functions and Algebra

- Represents and analyzes patterns, rules, and functions.
- Uses words and symbols to describe numerical and geometric patterns, rules, and functions.
- Recognizes and generates equivalent forms of algebraic expressions.
- Solves simple linear equations and inequalities.
- Produces and interprets graphs that represent the relationship between 2 variables.
- Evaluates simple expressions by replacing variables with given values.
- Identifies and describes situations with constant or varying rates of change.
- Uses technology to analyze change.

Standard VI: Data Analysis and Probability

- Reads, constructs, and interprets line graphs, circle graphs, and histograms.
- Selects, creates, and uses graphical representations that are appropriate for the data collected.
- Compares representations of the same data in different types of graphs.
- Understands the different information provided by measures of center and spread.
- Describes the frequency distribution of a set of data.
- Makes logical inferences from data.
- Designs an experiment to test a probability and explains how the results may vary.



Grades 5 and 6 Permission Form

to submit student's written work
to outside sources
for contests, publication, or display

_____ has permission
(student's name)

to submit his/her writing to a contest, for publication,
or for display outside of St. Brigid of Kildare School
during the 2011-2012 school year.

I understand that my child's teacher will not release
any personal information about my child or our family to
outside sources without further contact and permission
from me.

_____ (parent's signature) _____ (date)



Grades 5 and 6 Permission Form

for a student to contact an author or another school through
school e-mail for academic purposes with teacher supervision

_____ has permission
(student's name)

to send an email to an author or to another school as part of language arts
class during the 2011-2012 school year.

I understand that the email will be sent through a teacher's
e-mail address and will be read and supervised by a teacher
previous to my child sending and receiving the message.

I understand that no personal information about my child or our family will
be shared with outside sources without further
contact and permission from me.

_____ (parent's signature) _____ (date)

YA Permission Slip
St. Brigid of Kildare

I permit my child to check-out Young Adult (YA) literature choices from the St. Brigid of Kildare Media Center. I understand that it is recommended that as a parent I should preview, read with, or discuss with my child the theme of any YA book checked out.

As a 6th grade student I agree to share my YA choices with my parents. Should my parents disagree with my book choice, I will promptly return the book and select another.

Student signature

Date

Parent signature

Date

