

Elementary Curriculum Handbook

A Publication of the Simsbury Public Schools

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Grade 6

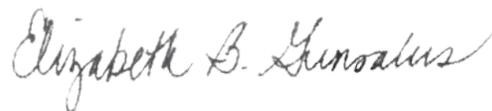
Dear Parent/Guardian,

The *Elementary Curriculum Handbook* presents an overview of each subject and reflects the district's commitment to equity for every student, defining the expectations for achievement and providing a description of the curriculum at each grade level.

Simsbury Public Schools implements a standards-based curriculum that builds students' competencies of our Vision of a Graduate (VoG). The curriculum incorporates sequential instruction, enduring ideas, and discrete skills that students should know and be able to do by the end of each grade. Learning encompasses students' cultures, languages, and life experiences. Teachers use student work and a variety of assessments to individualize instruction and guide decisions to maximize student learning.

This curriculum handbook is one of the many ways the Simsbury Public Schools supports communication between home and school. We hope that the information will enhance your understanding of the elementary school curriculum and will enrich your role as an active participant in your child's education.

Sincerely,

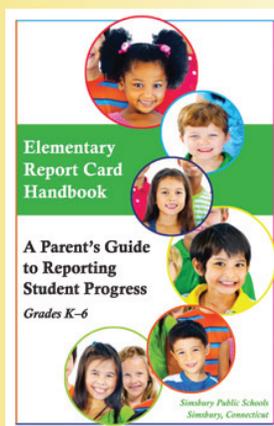
A handwritten signature in cursive script that reads "Elizabeth B. Gunsalus".

Betsy Gunsalus
Director of Elementary Curriculum
and Student Assessment

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Elementary report cards



Click on the above image to view a pdf of the file.
Sample report cards are available via the grade level sections in this book.

Formal assessments (K-6)

Assessment	K	1	2	3	4	5	6
NGSS						X	
STAR Reading & Math			X	X	X	X	X
SBAC				X	X	X	X

What Is Assessment?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

Why do we need assessments?

- to help educators set standards
- to create instructional goals
- to motivate performance
- to provide feedback to students
- to evaluate progress
- to communicate progress to others

How do we use universal assessments?

- to use as diagnostic screenings prior to instruction
- to inform teaching and learning
- to help identify students who might benefit from extra support (*see graphic at left*)

How do we use informal assessments?

- to assess student performance every day, integrating assessment and instruction continually

Informal assessment occurs when teachers:

- observe students working
- write anecdotal notes that describe learning behaviors
- hold reading and writing conferences to record student strengths and weaknesses
- analyze projects, portfolios, and notebooks

How do we use formal assessments?

- to provide an academic measure of knowledge, concepts, and skills
- to adjust instructional goals and practices

How do we use summative assessments?

- to determine achievement levels for meeting learning standards
- to give teachers and parents/guardians a better picture of where students are succeeding

Language Arts Philosophy Statement

The Simsbury Public Schools believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our K-12 program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society.

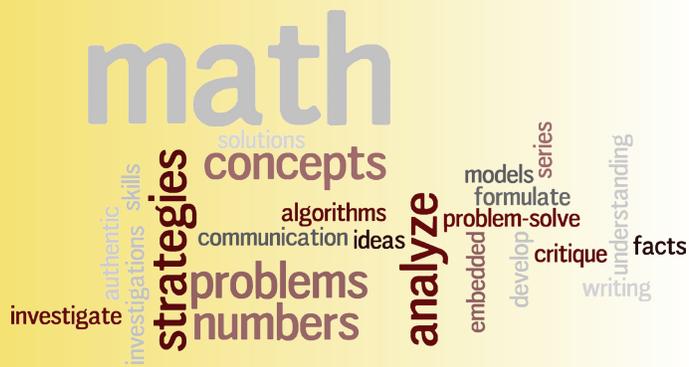
The elements of the Simsbury Public Schools' comprehensive language arts program include:

- instruction to develop proficient readers who understand, interpret, evaluate and appreciate texts;
 - opportunities for student choice and collaboration to meet a variety of needs and interests;
 - fiction and nonfiction texts, both rigorous and accessible, that reflect diversity of authors and genres and that balance classic and contemporary works;
 - authentic tasks and activities that are challenging and have personal value to students;
 - a variety of technological and informational resources as a means for collecting and communicating information to meet the demands of our ever-changing society;
 - assessments that are frequent and varied, and are used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning; and
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

By the end of grade 12, all students will be able to:

- read and respond to a variety of authors, texts and genres, including theatre, film, and art;
- apply strategies and skills to enhance their understanding of multiple types of text;
- develop and communicate informed opinions and arguments through interpreting and evaluating various texts;
- recognize that readers and authors are influenced by individual, social, cultural, and historical contexts;
- appreciate the influence that contemporary and classical authors have on human thought;
- use the traits of writing to communicate effectively for a specific purpose and audience;
- contribute, respond to, and develop what others have said in conversations and discussions;
- write and speak in acceptable standard English; and
- transfer literacy skills across multiple content areas.

- Teachers structure and manage reading and writing workshops so that students receive grade-level skill and strategy instruction, with adequate time for practicing these new skills.
- Teachers provide direct, explicit strategy instruction to develop proficient readers and writers who understand, interpret, evaluate, appreciate, and create texts.
- Teachers provide authentic tasks and activities that are challenging and engaging to students.
- Teachers provide a variety of technological and informational resources as a means for collecting, viewing, and communicating information to meet the demands of our ever-changing society.
- Teachers read aloud and model how to actively use comprehension strategies to demonstrate what proficient readers do.



What Is the Simsbury Mathematics Program?

- a comprehensive K-8 nationally recognized mathematics program, *Math in Focus*, aligned with the Connecticut Core Standards, in which important mathematical concepts are embedded in authentic, real-world problems

What makes this program unique?

- Students work collaboratively to grapple with problems and develop mathematical ideas.
- Students solve problems, construct arguments, and share their thinking, strategies, and solutions with others.
- Students use mathematical language to communicate their thinking through dialogue and in writing and use mathematical tools to enhance their understanding and communication.
- Students build fact fluency and other foundational skills, including the use of US algorithms, to solve more sophisticated mathematical problems and make connections with other mathematical ideas.
- Students develop flexibility and confidence in investigating mathematical concepts, persevering to solve problems, and attending to precision.
- Students analyze and solve problems which emphasize depth in mathematical thinking rather than surface exposure to a series of fragmented topics.

What happens in the classroom?

- Students explore mathematics using concrete, pictorial, and abstract representations to develop a deep understanding of mathematical concepts.
- Students learn a variety of problem solving strategies, including model-drawing, to solve real world problems.
- Students develop a positive mathematical mindset, emphasizing the importance of attitude and habits of mind to achieve success in math.
- Students work in groups, pairs, or individually to engage and/or reason about mathematical ideas.
- Teachers differentiate instruction for students based on learning styles, and/or depth of understanding of the concept.

Mathematics Philosophy Statement

The Simsbury Public Schools believes that a strong mathematics program develops lifelong critical thinkers and learners whose confidence and interest in mathematics will promote college and career readiness. The program guarantees every student a rigorous, coherent, and focused standards-based curriculum where conceptual understanding and acquisition of basic skills serve as the foundation for complex problem solving and critical thinking. Using the Connecticut Core Standards as a foundation, the Simsbury Public Schools believes that all students will attain the mathematical knowledge necessary to persevere as they reason through problems, communicate their thinking, and justify their conclusions.

The elements of the Simsbury Public Schools' mathematics program include:

- opportunities to build towards an increasingly deep and complex understanding of important mathematical ideas;
 - opportunities for students to make connections among mathematical topics and ideas;
 - experiences with a wealth of complex problems and real world situations that can be solved numerous ways;
 - tasks that cover a range of difficulty and complexity;
 - experiences that draw on and relate to students' personal experiences and knowledge;
 - opportunities for students to see connections between multiple representations: e.g., the story, the table, the graph, and the equation;
 - opportunities for student collaboration and differentiated instruction to meet a variety of needs;
 - time for students to reflect on their own thinking and learning and to communicate their ideas orally and in writing;
 - opportunities for students to develop both computational proficiency and to build problem-solving skills;
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

By the end of grade 12, all students will be able to:

- make sense of problems and persevere in solving them;
- discuss, explain, and demonstrate understanding of a mathematical situation in multiple ways;
- analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments and justifying mathematical ideas, as well as evaluating the reasoning of others;
- select and use a variety of models, tools, symbolic representations, and technology to solve mathematical problems and to communicate ideas orally and in written form;
- use mathematical skills and concepts with proficiency and confidence, while attending to precision;
- transfer mathematical skills across multiple content areas;
- identify and use connections within mathematics to identify interrelationships and equivalent representations (numeric, verbal, visual, etc.) to construct mathematical models, and to investigate and appreciate mathematical structure; and
- use mathematical skills and concepts to make and justify decisions and predictions, to identify patterns and trends, to pose questions from data and situations, and to formulate and solve problems.

Science Philosophy Statement

The Simsbury Public Schools believes that a strong science education program promotes student understanding of the natural and human built worlds. The curriculum provides opportunities for students to engage in scientific and engineering practices within core content areas so that students become competent problem solvers, capable of making informed and logical judgments using sound, scientific principles as citizens of the world.

The elements of the Simsbury Public Schools' Science program include:

- opportunities to master a core sequence of science study based on the state standards that cover four major domains: physical sciences; life sciences; earth and space sciences; and engineering, technology and applications of science;
- opportunities to develop science literacy and inquiry skills by using a variety of books, resources, and hands-on experiences;
- authentic learning tasks and assessments that connect to real world problems and topics that are relevant to students;
- learning environments that provide opportunities to work individually, collaborate in small groups, and work as a class to speculate, investigate, discuss, question, observe, collect data, and debate conclusions;
- technology that is integrated throughout the program to enhance learning and support investigations;
- to the extent possible, meaningful opportunities to interact with a wide range of science professionals for the purpose of enriching the classroom experience and for exploring and inspiring possible career pursuits; and
- a wide variety of science elective opportunities at the high school level allowing students to explore personal scientific and career interests.

By the end of grade 12, all students will be able to:

- acquire new knowledge and continually deepen understanding of core science and engineering concepts;
- apply scientific literacy skills in order to research, understand, and communicate major science concepts and theories;
- construct explanations and design solutions through scientific exploration, formulating hypotheses, designing experiments, analyzing data, and drawing conclusions;
- make claims and argue their validity based on the analysis of data and other available evidence;
- build models and theories about the world, design prototypes, and build systems to solve problems;
- apply mathematical concepts to enhance scientific reasoning; and
- understand the possibilities and limitations of science and technology in order to make informed decisions.

Social Studies Philosophy Statement

The Simsbury Public Schools believes that a strong social studies program develops all students' capacities to know, analyze, explain, and argue within the disciplines of history, geography, civics, economics, and behavioral sciences. A balanced repertoire of content and skills, focusing on rights and responsibilities, interdependence, authority, conflict, and uniqueness of place, develops global citizens who are equipped with the critical thinking, problem solving, collaboration, and communication skills necessary for the 21st century workplace, as well as for civic and economic responsibility.

The elements of the Simsbury Public Schools' comprehensive social studies program include:

- integration of literacy and communication skills within the content and units;
- independent and collaborative learning opportunities that promote an understanding of how to acquire, integrate, and apply knowledge;
- authentic tasks and activities that engage, challenge, and have personal value to students;
- assessments that are frequent, varied, and used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning;
- multiple opportunities for students to write in argumentative and informational genres;
- texts from primary and secondary sources that are rigorous and accessible, reflect diversity of authors and sources, and develop students' awareness of the biases that exist inherently in all documents; and
- a variety of technological and informational resources as a means for collecting, creating, and communicating information to meet the demands of our ever-changing society.

By the end of grade 12, all students will be able to:

Through Inquiry:

- analyze patterns, connections, causes, and

effects in order to strengthen inquiry, literacy, communication, and action; and

- develop meaningful questions to deepen content knowledge through independent research, allowing students to take action as informed citizens.

Within the discipline of history:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to students' own life experiences; and
- analyze the historical roots and current complexity of international relations and globalization in an increasingly interdependent world.

Within the discipline of geography:

- integrate geographic knowledge, skills, and concepts to understand human behavior in relation to the physical and cultural environment.

Within the discipline of civics:

- explain how people create rules and laws to preserve the delicate balance between individual rights and societal needs; and
- evaluate how ideas, principles, and practices of citizenship have emerged and are maintained over time and across cultures.

Within the discipline of economics:

- explain how people organize systems for the production, distribution, and consumption of goods and services.

Within the disciplines of other key social sciences:

- apply concepts from the study of history, culture, economics, and government to form an understanding of the interrelationships between science, technology, and society;
- describe how the study of individual development and identity contributes to the understanding of human behavior; and
- demonstrate an understanding of the concept of culture and how gender, race, ethnicity, and socio-economic class influence personal perspectives.

A NOTE ABOUT CURRICULUM IN GRADE 6: Beginning in sixth grade, the Connecticut Core Standards include specific writing and reading skills to be taught within social studies and science. Students learn reading, writing, speaking, and listening skills throughout the curriculum, with explicit literacy teaching points embedded within content areas. In order to prepare students for middle school, students have multiple teachers who deliver instruction across the subjects.

Grade 6 Language Arts

Elementary Report Cards



Grade 6



Grade 6

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

What is the Simsbury Language Arts Program?

The Simsbury Language Arts Program is a balanced literacy approach to language arts instruction, fostering the integration and transfer of literacy strategies and skills across multiple genres and subjects. Inspired by the ongoing work and research of Teachers College Reading and Writing Project, teachers provide a range of daily reading and writing experiences that actively engage students in the practices of reading and writing through a variety of units of study. Students participate in a variety of instructional components including a teacher-led minilesson, independent reading and writing, interactive read aloud, and word study instruction.

READING

Unit of Study	In this unit students will...
Launching Reading Workshop	<ul style="list-style-type: none"> • make appropriate book choices and strengthen reading strategies • read with a variety of lenses to broaden comprehension and gain insights into the author's intentions • infer and interpret a variety of texts to deepen thinking
Character	<ul style="list-style-type: none"> • identify significant moments when characters change and the lessons they learn based on the character's actions and decisions in the text • analyze the craft and structure of text • draw inferences from text • synthesize text to develop and revise theories about characters • identify themes in literature
Nonfiction Reading and Research	<ul style="list-style-type: none"> • read a variety of nonfiction books and articles to increase knowledge and develop expertise on a specific topic • determine author's point of view and bias • read across and synthesize texts to discover key concepts and multiple central ideas • use technical vocabulary in conversations and writing • support claims with clear reasons and relevant evidence • conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate • share research-based learning with others

READING

Short Text Unit	<ul style="list-style-type: none"> • closely read and respond to a variety of short texts (poems, short stories, picture books, articles) • apply comprehension strategies (rereading, questioning, inferring, making connections, envisioning, synthesizing, monitoring for understanding) to enhance understanding of the text • identify themes in literature • demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Social Issues Book Clubs Unit	<ul style="list-style-type: none"> • read thoughtfully to deepen interpretation of text • read critically for power, perspective, and stereotyping • learn how authors craft stories to convey messages • write across texts and genres to compare ideas and revise understandings • engage in text based discussions and writing to develop ideas about social issues
Fantasy Book Club Unit	<ul style="list-style-type: none"> • identify the unique structure and elements of fantasy • read closely to build the world of the story • develop thematic understanding by comparing and contrasting themes across texts and authors • develop ideas and deepen thinking through conversations in book clubs • revise theories about text by looking at it from multiple character and author's perspective

WRITING

Students begin the year with a writing unit that taps into what they already know and invites them to share important aspects of themselves.

Unit of Study	<i>In this unit students will...</i>
Launching Writing Workshop	<ul style="list-style-type: none"> • implement the structures, rituals, and routines of writing workshop • recognize the importance of writing in their lives and the lives of others • recall and apply previous learning and knowledge about writing • share important elements of identity through writing various types of texts

The Integration of Writing Instruction

Writing instruction is integrated throughout the content areas of reading, science, and social studies and our curriculum addresses the three major types of writing. Throughout the curriculum, students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Type of Writing	STANDARDS Students will...	Integrated within the following curricular units:
Informational	<ul style="list-style-type: none"> • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content • produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 	<ul style="list-style-type: none"> • Social Studies: Geography and Human Movement • Science: Growth and Reproduction

Type of Writing	STANDARDS Students will...	Integrated within the following curricular units:
Narrative	<ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences • with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach 	<ul style="list-style-type: none"> • Social Studies: Human Rights
Argument	<ul style="list-style-type: none"> • write arguments to support claims with clear reasons and relevant evidence • 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 	<ul style="list-style-type: none"> • Reading: Nonfiction, Literary Essay • Science: Cell Structure and Body Systems

Grade 6 Mathematics

Elementary Report Cards



Grade 6



Grade 6

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

What is the Simsbury Grade 6 Mathematics Program?

In sixth grade...

Students will learn the concept of rates and ratios and use these tools to solve problems. Students will build computational fluency to be able to quickly and accurately divide multi-digit whole numbers and to add, subtract, multiply, and divide multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers. Students will also learn how to write and solve equations. The chart below provides an overview of the broad areas of mathematics students will be studying in sixth grade. In addition to these broad concepts, instruction in discrete math skills will be provided as well.

Areas of Focus	Students will...
Ratios and Proportional Relationships <ul style="list-style-type: none"> Ratio Rates Percent 	<ul style="list-style-type: none"> understand ratio concept interpret unit rates represent proportional relationships as fractions, decimals, and percents solve real-world problems using ration, rate reasoning, and percents
The Number System <ul style="list-style-type: none"> Positive Numbers and the Number Line Negative Numbers and the Number Line Multiplying and Dividing Fractions and Decimals The Coordinate Plane 	<ul style="list-style-type: none"> find common factors and multiples fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation understand ordering and absolute value of positive and negative numbers apply and extend previous understanding of multiplication and division to divide fractions by fractions solve real-world problems involving fractions and decimals
Expressions and Equations <ul style="list-style-type: none"> Algebraic Expressions Equations and Inequalities 	<ul style="list-style-type: none"> apply and extend previous understanding of arithmetic to algebraic expressions, equations, and inequalities use variables to write expressions when solving real-world problems analyze relationships between two quantities that change
Geometry <ul style="list-style-type: none"> Area of Polygons Surface Area and Volume of Solids 	<ul style="list-style-type: none"> solve real-world problems involving area of polygons solve real-world problems involving surface area and volume of prisms with fractional edge lengths
Statistics and Probability <ul style="list-style-type: none"> Introduction to Statistics Measure of Central Tendency 	<ul style="list-style-type: none"> develop an understanding of statistic variability summarize and describe distributions

Grade 6 Science

Elementary Report Cards



Grade 6



Grade 6

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

What is the Simsbury Grade 6 Science Program?

In sixth grade...

Students will learn about science and engineering practices as they seek to answer questions to explain natural phenomena. Students will engage in experimentation, researching and designing solutions as they build understanding of scientific ideas.

In addition to the units of study, students have opportunities throughout the year to investigate and learn about scientific concepts through reading, videos, and activities that build their abilities to:

- make observations and ask questions
- find information from a variety of sources
- design and conduct investigations
- collect, analyze, and interpret data
- propose and test solutions
- communicate findings
- use measurement tools, mathematics, and technology

Unit of Study	<i>In this unit students will...</i>
Energy Transfer	<ul style="list-style-type: none"> • learn that temperature is a measure of kinetic energy • explain the relationship between energy and states of matter • discover that energy spontaneously moves from hotter regions or objects to colder ones
Cell Structure and Body Systems	<ul style="list-style-type: none"> • learn that all living things are made of cells; some consist of a single cell where others have many and varied types of cells • understand that within cells are special structures that are responsible for particular functions • discover that all multicellular organisms are organized into multiple, integrated systems and sub-systems
Growth and Reproduction	<ul style="list-style-type: none"> • learn that organisms reproduce and transfer their genetic information to their offspring • identify genetic factors as well as local conditions affect the growth of plants • discover that plants reproduce in a variety of ways; some dependent on animal behaviors or specialized features

Grade 6 Social Studies

Elementary Report Cards



Grade 6



Grade 6

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

What is the Simsbury Grade 6 Social Studies Program?

In sixth grade...

Students will explore and analyze world geography by studying human interactions and human rights. The sixth grade social studies curriculum focuses on Tanzania, Brazil, and Australia. By studying these countries, students will develop the foundations to learn about other places in the world and how those places compare, contrast, and connect with the United States. This curriculum complements the seventh grade world geography curriculum and provides multiple opportunities for students to integrate reading, writing, speaking, and listening skills.

Unit of Study	<i>In this unit students will...</i>
Geography and Human Movement	<ul style="list-style-type: none"> • examine the interactions of humans with their geography • investigate the inter-relatedness of various world civilizations and communities • analyze culture and how it impacts human decisions and daily life • compare and contrast various forms of economies and governments
Human Rights	<ul style="list-style-type: none"> • compare and contrast the rights and responsibilities of people in various parts of the world • investigate and analyze the interactions of the United States with other parts of the world • connect the impact of world events with the rights and responsibilities of individuals • understand their own rights and responsibilities as global citizens

**If you have any questions on the material
contained in this handbook, please contact:**

**Elementary Curriculum Center
(860) 658-3897**

**Director of Elementary Curriculum and Student Assessment
Betsy Gunsalus, bgunsalus@simsburyschools.net**