**Connecting Power Standards to the 6th Grade Curriculum**

**Students will:**

**Computer Technology**

*Use of Computer Technology* – demonstrate sound understanding of technology concepts, systems and operations (including keyboarding).

*Inquiry and Research Skills* – apply digital tools to gather, evaluate, and use information; communicate the results of research and inquiry in an appropriate form.

*Responsible Use of Technology* – demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

*Family and Consumer Science*

*Content Knowledge* - study the principles of food and nutrition, family wellness and relationships, and resource management necessary to develop the knowledge and life skills to become informed consumers and contributing members of society.

*Skills and Application* - apply skills and techniques to demonstrate proper use of equipment and practice the principles of safety and sanitation to complete a project or lab; examine the physical, psychological, social and cultural aspects of work being; evaluate a variety of resources and products to make informed consumer decisions.

**Fine Arts – Music, Visual Arts, *Theater***

*Skills & Techniques* – perform in the content area using essential elements that show proficiency (e.g., painting using specific brush strokes).

*Knowledge* – express in a variety of ways how to accomplish elements essential in the content area (e.g., discussing how to produce a musical sound).

*Application* – identify examples that use skills, techniques and knowledge of the content area (e.g., writing a review of a play).

**Language Arts**

*Reading/Literature* - apply comprehension strategies to understand and analyze fiction and nonfiction text.

Build fluency and accuracy while reading for enjoyment and information at an independent level. Interpret text to understand the vast diversity of human experience.

*Writing* - create text appropriate to audience and purpose. Plan and revise for ideas, organization, voice, word choice and fluency and edit to publish final products.

*Language/Communication* – develop vocabulary and communication skills to participate in discussion and share information, ideas and opinions for various audiences and purposes

*Inquiry/Research* - generate questions for inquiry and research, search multiple sources to analyze and evaluate information, synthesize evidence and share results.

**Mathematics**

*Content* – connect understanding of fractions, decimals and percents to application in real world situations, analyze two dimensional figures and solve problems involving area and perimeter in geometry and measurement; investigate and apply the difference between experimental and theoretical probability.

**Physical Education**

*Skills and Techniques* – demonstrate movement patterns and skills leading to physical competency in a variety of motor skills and sports.

*Knowledge* – demonstrate understanding of the various rules, safety skills and strategies required for healthy and safe physical activity.

*Application* – demonstrate skill in the integration, application and participation of physical activity.

**Science**

*Content Knowledge* – understand concepts and facts describing principles of motions and forces, properties of energy related to weather systems and characteristics of living organisms.

*Conducting Investigations* – focus on skills to successfully engage in scientific inquiry and demonstrate safety practices. Skills include: asking questions; planning and conducting investigations; observing, recording and representing data; and analyzing data to form a conclusion.

*Elective courses may vary among middle schools.*

**Applications and Explanations** – make scientific connections and communicate ideas about how the world work; identify patterns in data and justify explanations with evidence.

**Social Studies**

*Knowledge and Comprehension* – investigate a sampling of world cultures and ancient civilizations and their history from the earliest development to present day and demonstrates understanding of key concepts in Content Standards:

- Geography, History, Political Science and Citizenship, Economics, Behavioral Sciences

*Analysis and Application* – make connections using knowledge and personal experience to construct new knowledge in a variety of ways.

**Technology Education**

*Technological Systems* – analyze technological systems to produce a desired outcome.

*Technology to Solve Problems* – use a variety of technological tools and materials to solve problems.

*Applications of Design Processes* – apply the design process to create solutions.

*Impact of Technology* – investigate the impact of technology on our environment and society.

**World Languages**

*Language Comprehension* – use the spoken and written language from a variety of sources including native speakers and authentic materials.

*Oral Communication* – use the language through speaking, using appropriate words and pronunciation.

*Written Communication* – use the language through writing, using appropriate words and sentence structure to be able to express ideas.

*Cultural Connections* – use the culture where the language developed and is spoken, including similarities and difference among own culture and that of the language studied.
What is a standards-based report card?
The standards describe what students should know and be able to do in each subject area at each grade level. The Madison Metropolitan School District (MMSD) grade level standards align with the Wisconsin Model Academic Standards and the standards assessed in the Wisconsin Knowledge and Concepts Exam (WKCE). Standards are the basis for all curriculum, instruction and assessment. It is important that families are informed about their student's level of achievement at regular times throughout the academic year. Beginning in 2008-09, middle school report cards reflected the standards and provided greater detail on student's academic performance toward the standards. This brochure provides an overview of the standards students will learn in middle school and methods for reporting progress. More information about the MMSD Grade Level Standards is found at: http://tnlweb.madison.k12.wi.us/standards.

Power Standards
Academic performance will be reported by power standards. The power standards represent a group of standards that have many features in common. Each subject area will report on 2 to 4 power standards each quarter.

A student's performance will be assessed on the following scale.

- 4 Demonstrates in-depth understanding and application
- 3.5 Mid-range between 3 and 4
- 3 Demonstrates full understanding and application
- 2.5 Mid-range between 2 and 3
- 2 Demonstrates partial understanding and application
- 1.5 Mid-range between 1 and 2
- 1 Demonstrates little evidence or is struggling
- .5 Mid-range between 0 and 1
- 0 Demonstrates no evidence or no understanding

Learning Skills
Learning skills are the work habits and behaviors that support the learning process. Learning skills include:

- Use of class time
- Homework completion
- Cooperates with peers and adults

A student's learning skills will be assessed on a performance scale:

- M Most of the time
- S Some of the time
- R Rarely

Will students also receive a grade?
Yes. Students will continue to receive a letter grade for each subject based on the student’s academic performance. The letter grade will continue to determine Grade Point Average (GPA).

Grading Students with Disabilities
Students involved full time in a standards-based general curriculum will receive a number and letter grade. A student is considered full time in the general curriculum when the student works on approximately the same standards with accommodations. It is not permissible to lower/alter a grade due to accommodations specified in an Individualized Education Program (IEP).

The use of an asterisk following a grade (i.e. A*) will be used when the content of the curriculum has been modified to meet a student’s ability level, and the student is not expected to become as proficient in the same number of curricular goals/standards as other students in the class. Curriculum is “modified” when significant changes in the content or level are made. Parents need to be informed of the rationale behind the asterisk designation, and the comments section of the report card should be used to provide additional information about the student’s performance in that content area.

Grading English Language Learners
Most English language learners can be graded on their understanding and application of grade-level standards through the support of instructional accommodations designed specifically for students’ respective levels of language proficiency. It is not acceptable to alter a grade because of the use of accommodations.

For a newcomer or beginning-level English language learner, the use of an asterisk after the grade may be used when the content of the curriculum has been modified to meet the student’s language proficiency level, and the student is not expected to become as proficient in the same number of curricular goals/standards as other students in the class.

Parents need to be informed of the rationale behind the asterisk, and the comments section should be used to provide additional information about the student’s performance in that content area.

For more information, contact your school:

- Black Hawk: 204-4360
- Cherokee: 204-1240
- Hamilton: 204-4620
- Jefferson: 663-6403
- O'Keeffe: 204-6820
- Sennett: 204-1920
- Sherman: 204-2100
- Spring Harbor: 204-1100
- Toki: 204-4740
- Whitehorse: 204-4480
- Wright: 204-1340

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