



Portrait of a Flint Hill Graduate Night



Grade 6



The presentation will begin at 6:15

What is Portrait of a Graduate?

Goal-Directed and Resilient Individual



...and, how does PoG relate to Flint Hill?

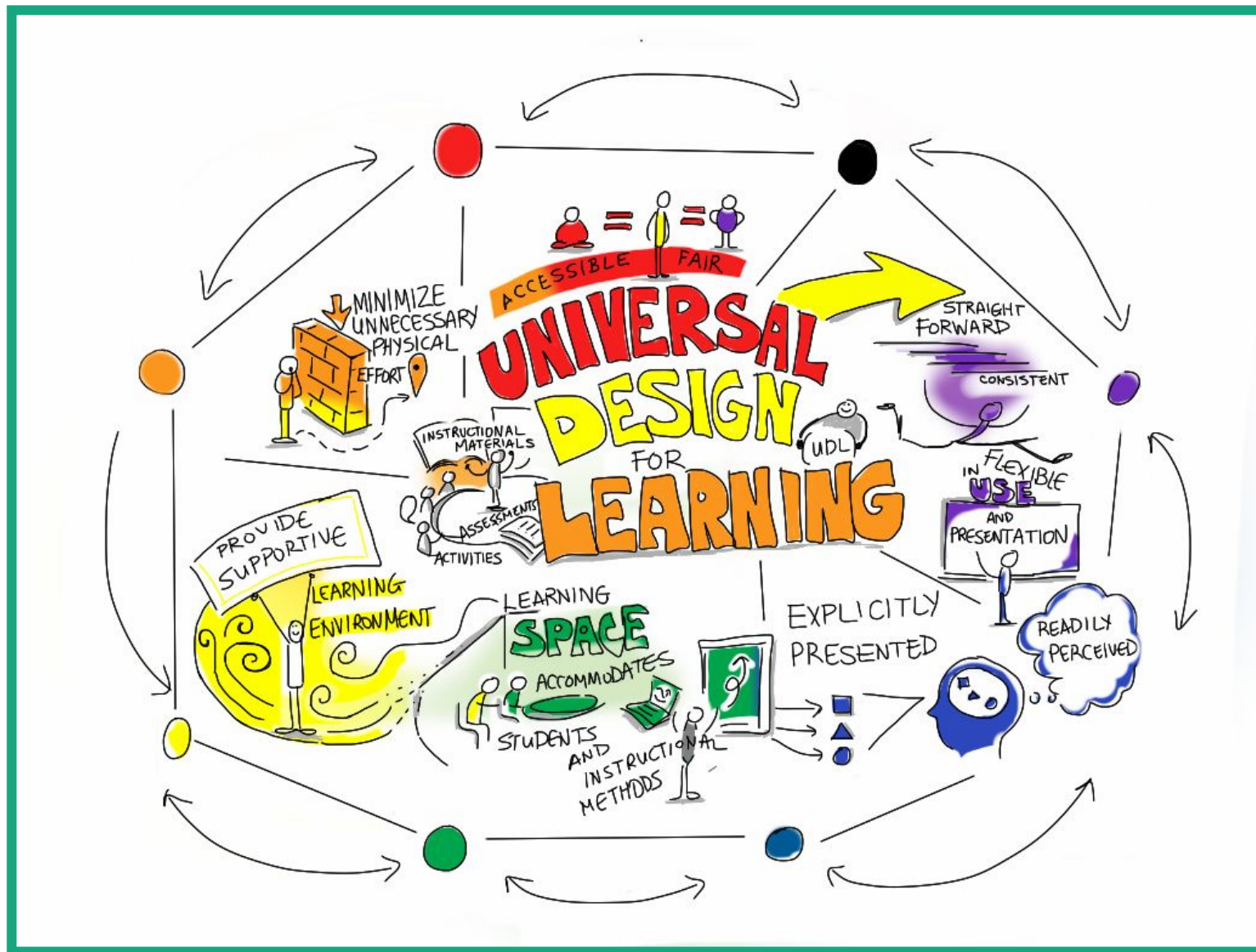
The Learning Model outlines the FCPS instructional vision ensuring all students reach **Portrait of a Graduate** outcomes.

As educators:

- We establish a **learner-centered environment** focused on relationships. Our classroom and school community is inclusive and culturally responsive.
- We plan through a **concept-based curriculum** with a focus on essential knowledge and skills that can be applied across subjects and in real life settings.
- We teach through **meaningful learning experiences** that encourage students to collaborate, communicate and engage in relevant and rigorous tasks.
- We **purposefully assess** students with a focus on continuous growth. Students demonstrate knowledge and skills in a variety of ways, such as tasks, projects, tests, and open-response questions.



Universal Design for Learning



Portrait of a Flint Hill Graduate

A year-long celebration of learning together!

#sohappytogether



LITERACY

Decoding and vocabulary instruction are pivotal to developing strong reading skills.

Teachers and students will focus on phonics instruction, vocabulary development, and morphology to increase reading comprehension, as well as improve their writing and speaking skills.

CREATING THINKERS & LEARNERS

Children need to learn in an environment that embraces higher order thinking skills, as well as connects learning to real-world situations on and off the screen.

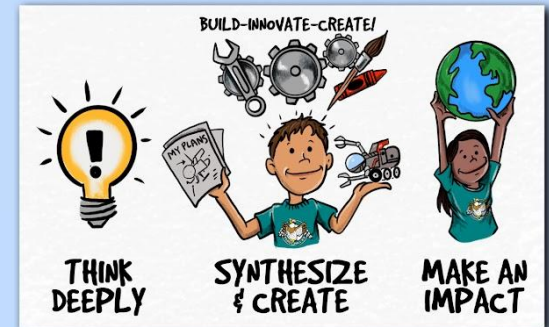
Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!

SOCIAL & EMOTIONAL LEARNING

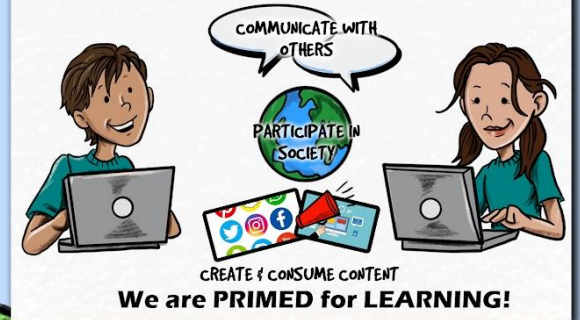
Children require knowledge and skills to effectively use digital technologies to communicate with others, participate in society, and create and consume digital content.

Through the provision of instruction, resources, and oversight, students will positively engage with digital technologies.

What will it look like?

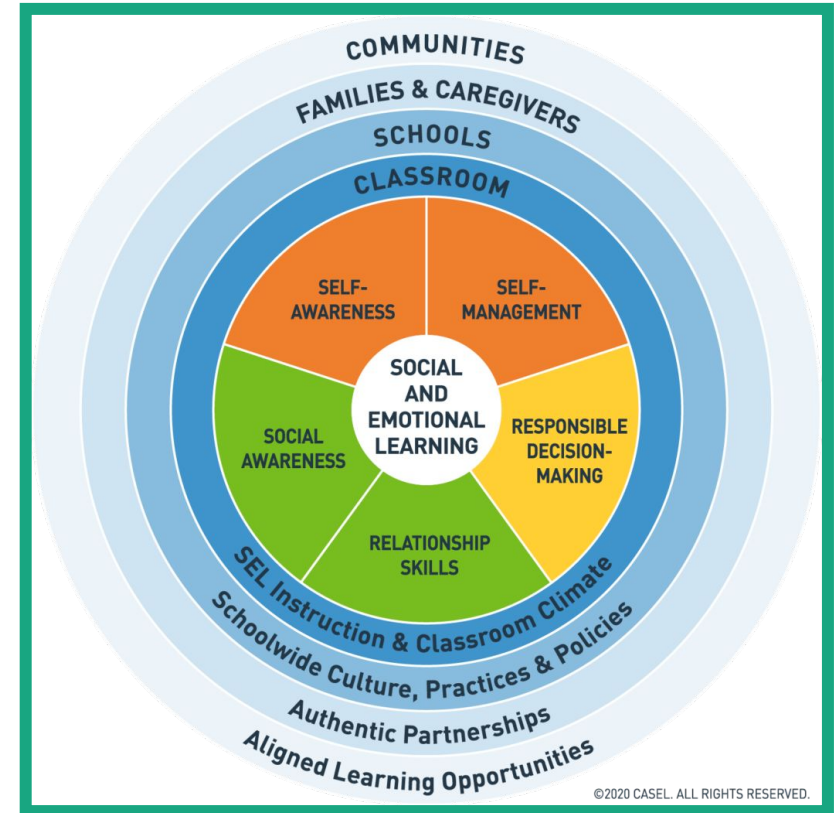


Falcon PRIME Time:
Privacy, Respect, Integrity, Mindfulness, and Engagement



SEL Core Competencies

SEL competencies can promote greater understanding of different cultures and power dynamics, and support students and adults in building relationships and interacting with others across diverse backgrounds. In this way, SEL competencies can be leveraged to develop justice-oriented, global citizens, and nurture inclusive school and district communities.



Social and Emotional Learning

Children require knowledge and skills to effectively use digital technologies to communicate with others, participate in society, and create and consume digital content.

Through the provision of instruction, resources, and oversight, students will positively engage with digital technologies.

Falcon PRIME Time:
Privacy, Respect, Integrity, Mindfulness, and Engagement



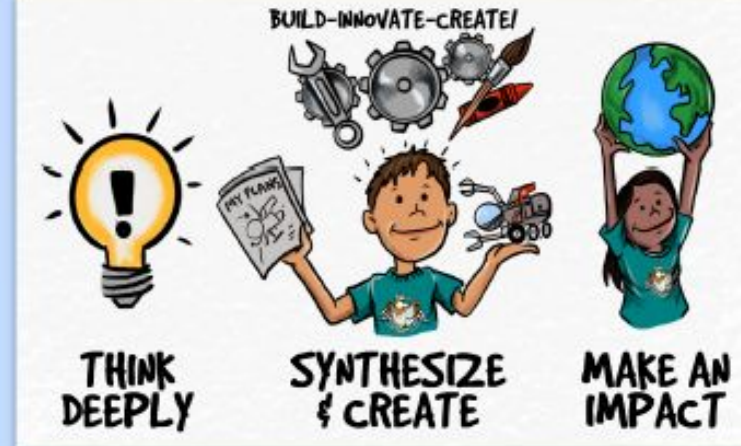
It's PRIME Time!



Creating Thinkers and Learners

Children need to learn in an environment that embraces higher order thinking skills, as well as connects learning to real-world situations on and off the screen.

Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!



Performance Based Assessment & Maker-Centered Thinking!

Literacy

Decoding and vocabulary instruction are pivotal to developing strong reading skills.

Teachers and students will focus on phonics instruction, vocabulary development, and morphology to increase reading comprehension, as well as improve their writing and speaking skills.

What will it look like?



Phonics, Vocabulary, Morphology

Language Arts

- Reader's Workshop
- Writer's Workshop
- Independent Reading
- Differentiated Stations
- The Importance of Word Study, Guided Reading, Strategy Groups, and Book Clubs
- AAP resources and strategies
- Reinforcement Opportunities

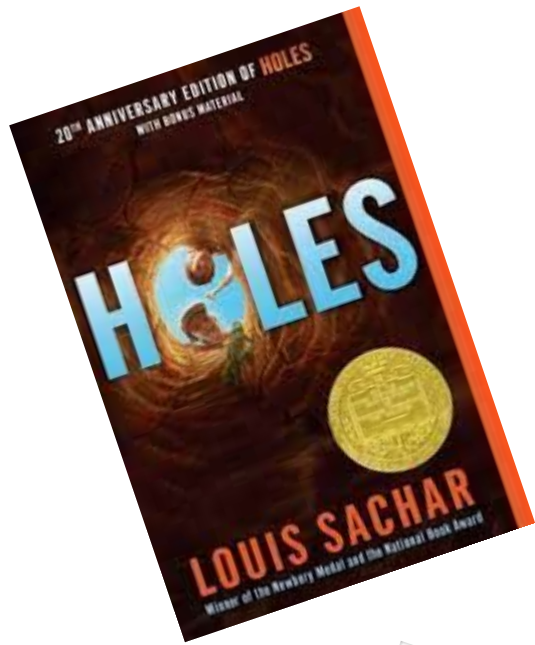
We Believe...

We believe in designing and managing meaningful literacy experiences in language arts, within a reading and writing workshop, as well across all content areas.

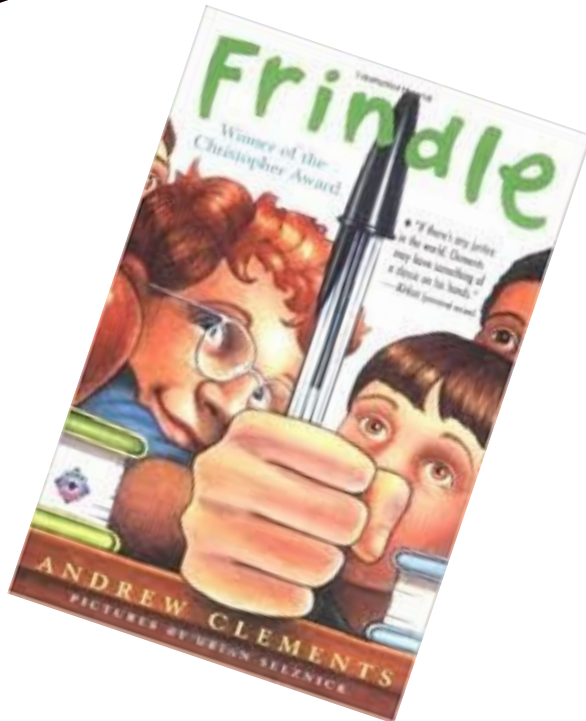
Reading Workshop

- Guided Reading
 - Small group reading based on the student's individual level
 - iReady
 - Fountas & Pinnell
 - Book Clubs
 - Small group reading based on student interest (relative levels)
 - Independent Reading
 - Word Study
 - Differentiated instruction based on current word study level

Topic #1 for Reading



FICTION

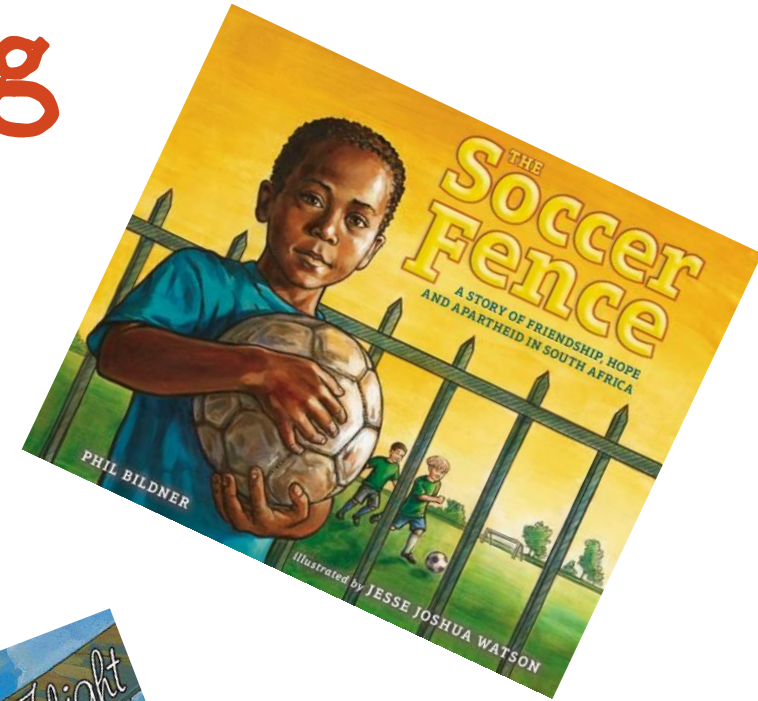
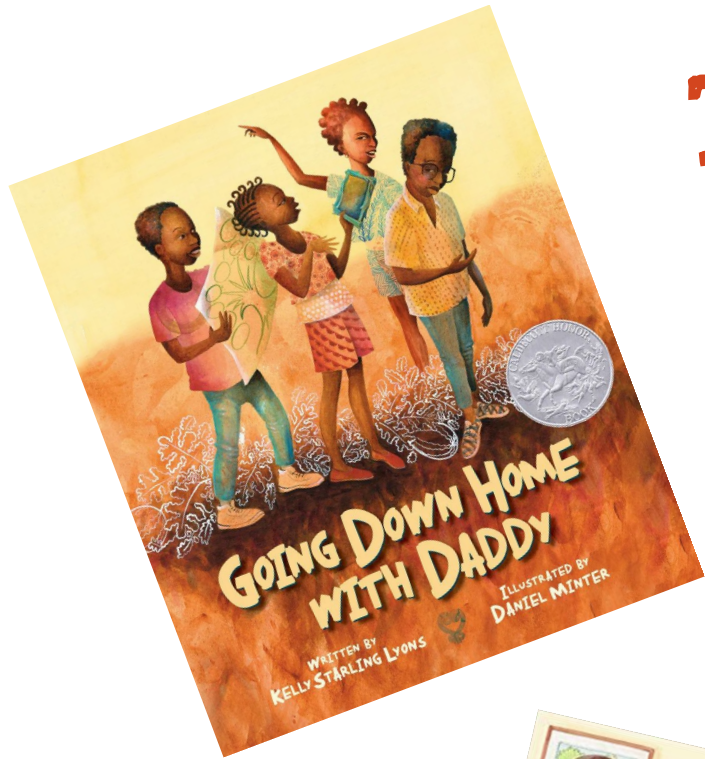


Writing Workshop

- Writing for self/QuickWrites (not assessed)
 - Independent exploratory writing based on interest, open-ended questions, thoughtful response
- Formative Writing (assessed formally)
 - Formal writing for portfolio
 - Memoir
 - Literary Nonfiction
 - Investigative Journalism
 - Poetry
 - Historical Short Stories
 - Persuasive Essays
- Writing Conferences
 - Schoology
 - Individual Writing Notebooks

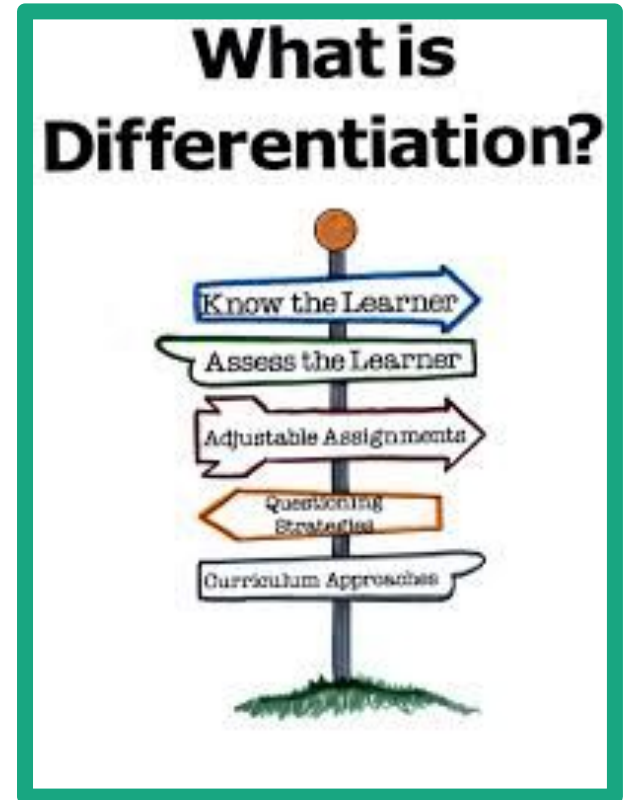
Topic #1 for Writing

MEMOIRS



AAP Strategies

- Socratic Seminar
- Document Based Question (DBQ)
- Jacob's Ladder
- Guided Reading Novels
- Thinking Routines:
 - Sign Post (Stop, Notice, Name)
 - Chalk Talk
 - Sketch Notes
 - Mind Mapping



Technology to Support Your Student!

Lexia[®]

a **cambium** company



Mathematics

- Flexible Grouping
- Spiral Review
- The Components of Math Workshop
 -
 - The importance of math tasks and examples
 - Tier I instruction and Differentiation
 - AAP resources and strategies
 - Homework expectations

We Believe...

We believe in creating and facilitating learning experiences, within a math workshop, that allow students to construct and negotiate deep conceptual understanding, as well as develop fluency with numbers.

The Year at a Glance- **Math 6**

Quarter 1	<u>Unit 1</u> <u>Ratios</u> 4 weeks	<u>Unit 2</u> <u>Fractions and Decimals</u> 4 weeks	<u>Unit 3</u> 1 week
Quarter 2	<u>Unit 3</u> <u>Rational Numbers and Exponents Continued</u> 3 weeks	<u>Unit 4</u> <u>Integer Operations</u> 4 weeks	<u>Unit 5</u> <u>Coordinate Plane & Congruence</u> 2 weeks

The Year at a Glance- **Adv. Math**

Quarter 1	<u>Unit 1</u> <u>The Rational Number System</u> 3 weeks	<u>Unit 2</u> <u>Proportions and Linear Relationships</u> 4 weeks	<u>Unit 3</u> <u>Real Numbers and Exponents</u> 2 weeks
Quarter 2	<u>Unit 3</u> <u>(continued)</u> 1 week	<u>Unit 4</u> <u>Expressions, Equations, and Inequalities</u> 6 weeks	<u>Unit 5</u> <u>Introduction to Functions</u> 2 weeks

Flexible Grouping



- Students are given a prerequisite assessment at the beginning of each quarter.
- These assessments help teachers group students according to strengths and guide small group instruction.
- Advanced math students are in a static math class, and are grouped internally, for the entire year.

Spiral Review

- Every classroom is making sure they include previous knowledge in current instruction.
- This may include:
 - Math Five-A-Day
 - Math Question of the Day
 - Review Games and Activities
 - Number Talk



Math Workshop

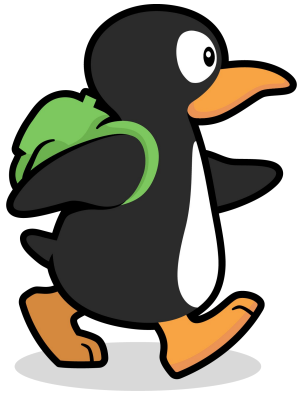
- Whole Group Instruction
 - Number Sense
 - Guided Math
 - Independent Practice
 - Group/Partner/Self Reflection
- Small Group Instruction
 - Mini Lesson
 - Independent Practice
 - Group Share



Differentiated Activities

- Differentiated instruction
 - M^3
 - Critical and Creative Thinking Skill
 - CueThink
- Small Groups
 - Partner Activities
 - Games
 - Review
 - Independent work
 - Asynchronous Work - ST Math; Imagine Math, Khan Academy, Blooket

Technology to Support Your Student!



ST Math

- Challenging Puzzles
- Non-Routine Problem Solving
- Informative Feedback
- Deep Conceptual Understanding



- Personalized Learning
- First language support for English learners
- On-demand instruction by live, certified, math teachers (Grades 3-6 only)
- Development of college- and career-readiness skills

CUETHINK

Focused on improving critical thinking skills and math collaboration for students in grades 2-6.

Understand	Plan																																						
<table border="1"><thead><tr><th>What do you notice?</th><th>What do you wonder about?</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table> <p>Estimate your answer or write a question you can solve</p>	What do you notice?	What do you wonder about?																			<table border="1"><thead><tr><th>Choose your strategies</th><th>Write your plan</th></tr></thead><tbody><tr><td><input checked="" type="checkbox"/> Draw a picture</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Make a table or organized list</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Solve with an easier problem</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Work backwards</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Guess, check and revise</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Model it with manipulatives</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Look for a pattern</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Model with an equation</td><td></td></tr></tbody></table>	Choose your strategies	Write your plan	<input checked="" type="checkbox"/> Draw a picture		<input checked="" type="checkbox"/> Make a table or organized list		<input checked="" type="checkbox"/> Solve with an easier problem		<input checked="" type="checkbox"/> Work backwards		<input checked="" type="checkbox"/> Guess, check and revise		<input checked="" type="checkbox"/> Model it with manipulatives		<input checked="" type="checkbox"/> Look for a pattern		<input checked="" type="checkbox"/> Model with an equation	
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U.S. History

- What does U.S. History look like and sound like?
- Various topics covered this year
- Special projects
- Opportunities for cross-curricular integration
- End-of-year performance assessment

We Believe...

We believe in exploring civics, history, geography, and government to foster connections between students and their community—here in Vienna, Virginia, the United States, and the world.

TOPICS in Social Studies

Geography

American Indians

Inuit, Iroquois, Lakota, Pueblo, Kwakiutl

Early Explorers

Spanish, French, English, Portuguese

Colonial America

New England, Mid-Atlantic, Southern Colonies

American Revolution

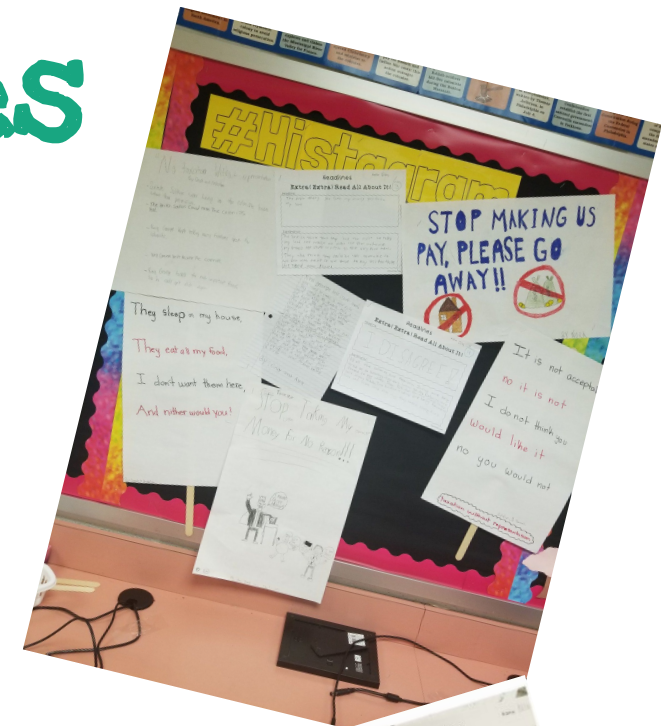
New Nation

Westward Expansion & Reform

1801 - 1861

Civil War

1861 - 1865



Five Ways a Culturally Responsive Curriculum Impacts the Student Experience

Which of these elements could be leveraged in your curriculum to improve student outcomes?

Students feel disconnected from their learning and uncertain about their abilities and value	<p>Are diverse experiences and perspectives excluded, oversimplified, or tokenized? Might students assume that experts in the discipline only come from certain backgrounds? Are there missed opportunities to help students use their voices and activate their own perspectives?</p>	Multiple Perspectives	<p>Are diverse experiences and perspectives represented with respect and nuance? Will students see themselves in the expert practitioners represented? Are students invited to use their voice and activate their own perspective?</p>	Students feel known and valued as learners and members of the classroom community
	<p>Might students feel they must passively accept materials, events, and institutions as unquestionable? Do materials suggest that the way things are (or were) is the way they must be, no matter how unjust? Might students encounter facts or skills as discrete items unrelated to bigger concepts?</p>	Critical Lens	<p>Are students encouraged to examine materials, events, and institutions critically, attending to power, position, and bias? Will students understand human systems as the product of choices that can be made better? Will students construct their own knowledge about enduring concepts?</p>	
	<p>Might students feel that who they are is irrelevant to what and how they are learning? Are there missed opportunities for students to make connections or take meaningful action to impact their communities or world?</p>	Relevance	<p>Do questions connected to students' identities, communities and/or the world drive learning? Are students empowered to pursue their own lines of inquiry and take meaningful action to impact their communities and the world?</p>	
	<p>Are there missed opportunities to foster active learning instead of rote tasks, basic recall of facts, and passivity? Might students assume they are not expected to think for themselves? Will students' learning cease to matter once the unit ends?</p>	Rigor	<p>Are students supported in constructing their own knowledge about concepts that transfer beyond the unit? Will students process their learning in ways that affirm who they are and how they use language? Will what students are asked to know and do matter beyond the unit?</p>	
	<p>Might students assume that their teacher has a low opinion of their abilities or cultural and linguistic identities? Might students believe they must leave their culture outside the classroom in order to succeed?</p>	Relationships	<p>Will students be better known to their teachers, to each other, and/or to themselves? Are students encouraged to believe that they are capable and worthy learners and human beings?</p>	

Primary Sources with Thinking Routines to Promote Cultural Responsiveness

"The Bloody Massacre Perpetuated in King Street, Boston on March 5th, 1770 by a Party of the 29th Regt." Engraving by Paul Revere. Courtesy of the Bostonian Society.



Boston

Massacre

What do you
see?

What do you
think?

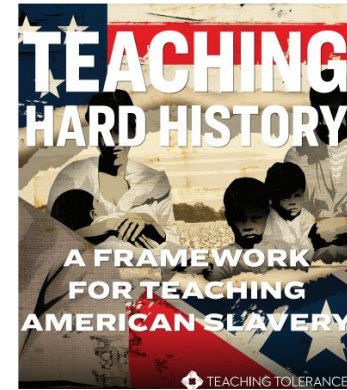
What do you
wonder?

"BOSTON MASSACRE, MARCH 5, 1770" Chromolithograph by John H. Bufford, 1857, from a drawing by William L. Champney, 1856. Courtesy of the Bostonian Society.



Differentiation in Social Studies

- Thinking Routines
 - See, Think, Wonder
 - I used to think... Now I think...
 - Step-In, Step-Out, Step-Back
- Primary Source Analysis
- Project Based Learning (PBL)
- Performance Based Assessments (PBA)



The Oregon Trail
Westward Expansion Articles

Article 6 1843-1899

Line of Original Emigration to the Pacific Northwest Commonly Known as the Old Oregon Trail From the Old Team or the Old Oregon Trail 1852 - 1866 by Ezra Fleisher

Once people started exploring the west, news of lands with rich soil and open prairie reached Americans in the east. Many Americans wanted the chance to claim these lands for themselves and began to travel west. The journey was long and hard, but the families were willing to risk everything to make the trip. These Americans were called **pioneers** because they would be the first to settle in a new area. The pioneers traveled along trails that Native Americans and fur trappers had been using for years but one they came. The most common trail was the Oregon Trail. It went from Independence, Missouri to Oregon Country. It was a 2,000 mile long trail that took about five months to cross. Pioneers were able to travel about 15 miles per day. If the journey took more than five months, it could become very dangerous. Pioneers could get stuck in the snow in the mountains and may not survive.

1. Why did people want to travel west on the Oregon Trail?

2. How far was the Oregon Trail and how long did it take the pioneers to travel it?

Technology to Support Your Student!

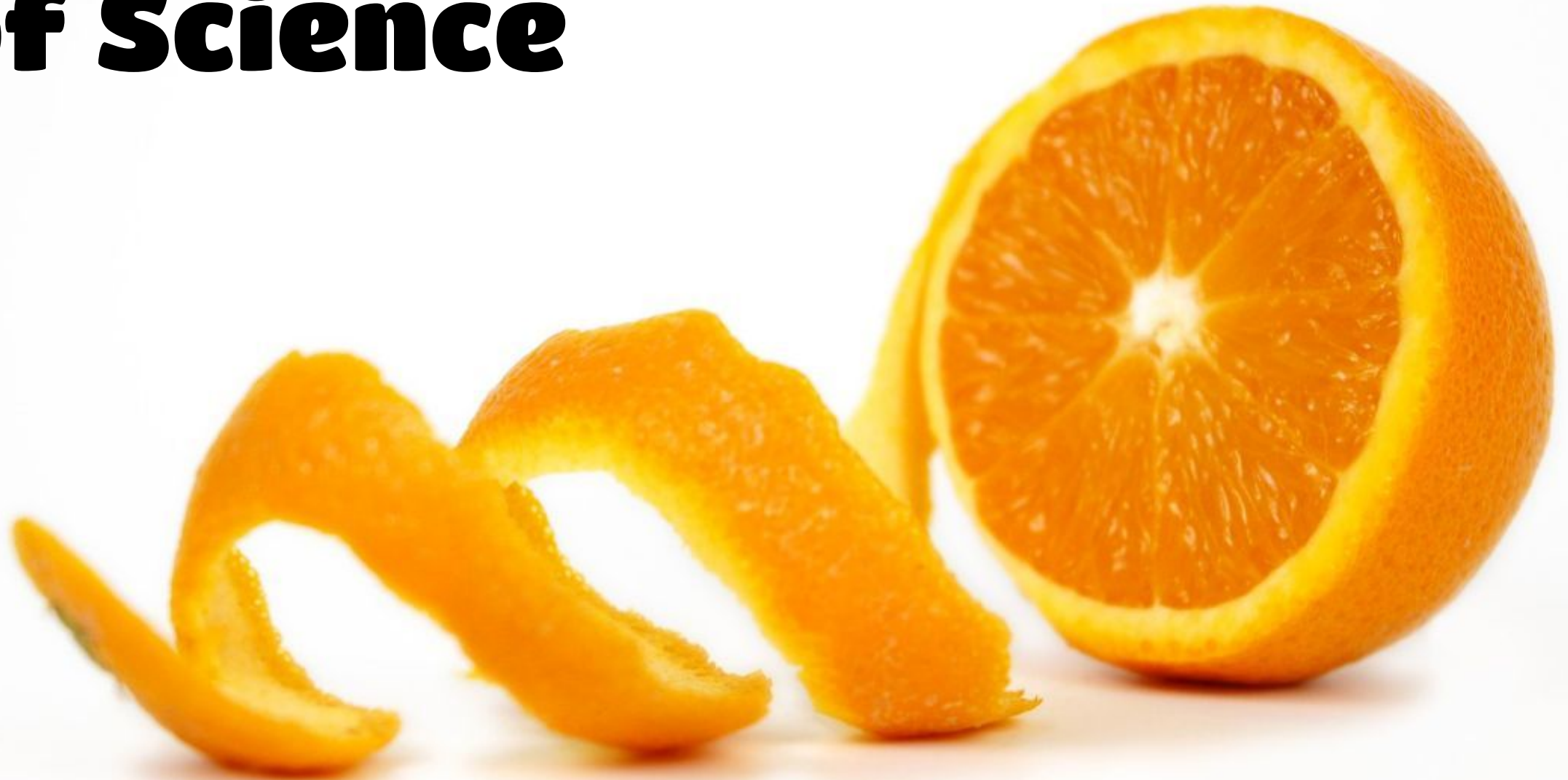
The DBQ Project

Document Based Questions, or DBQ units, provide students with the opportunity to engage in historical thinking, wrestling with documentary evidence. Students engage in the process of close analysis, interrogation of documents, and argument writing.

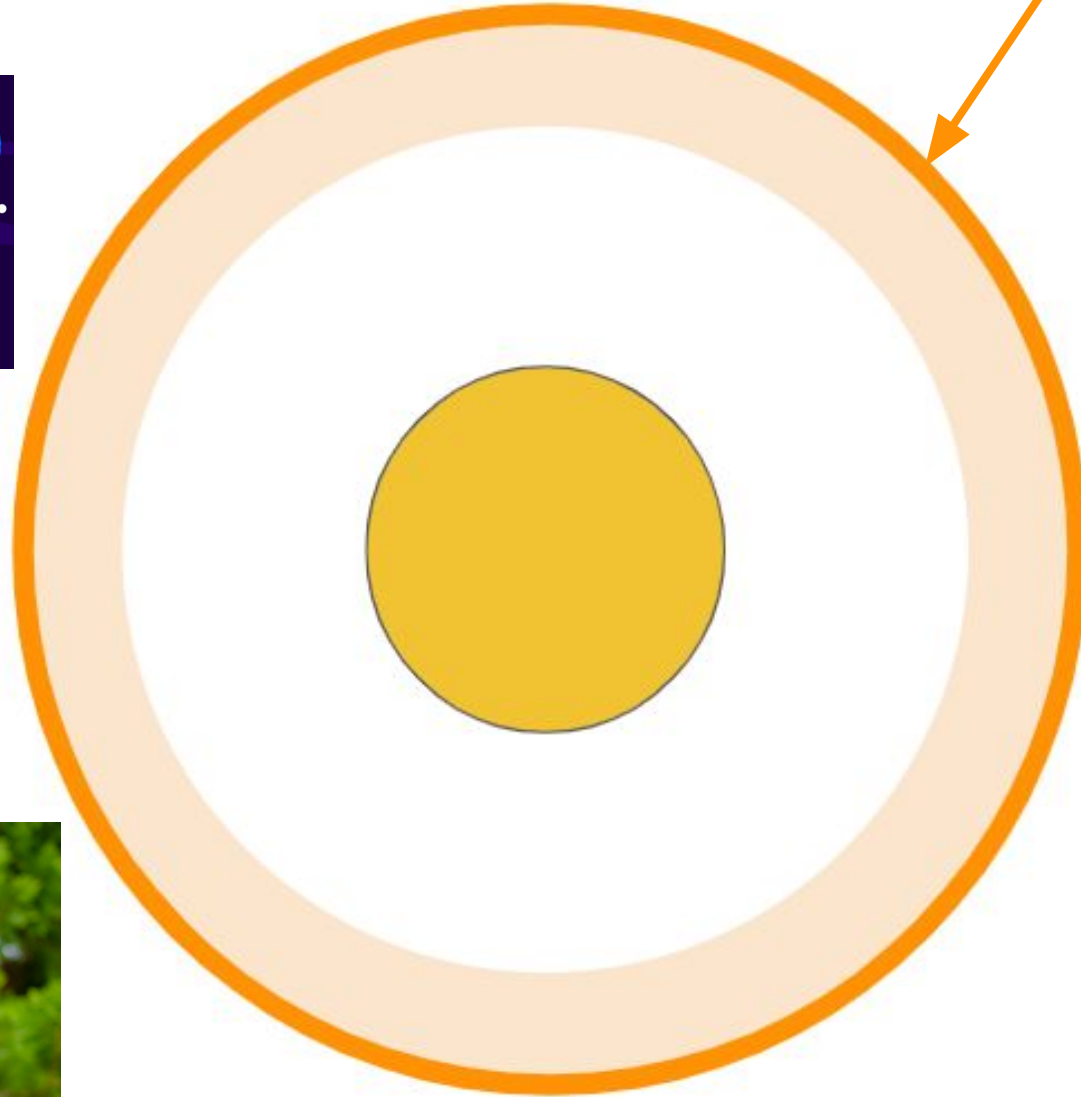
Science

- What does Science look like and sound like?
- Various topics covered this year
- Special projects
- Opportunities for cross curricular integration

Peeling the Fruit of Science



Let's start with the SKIN!



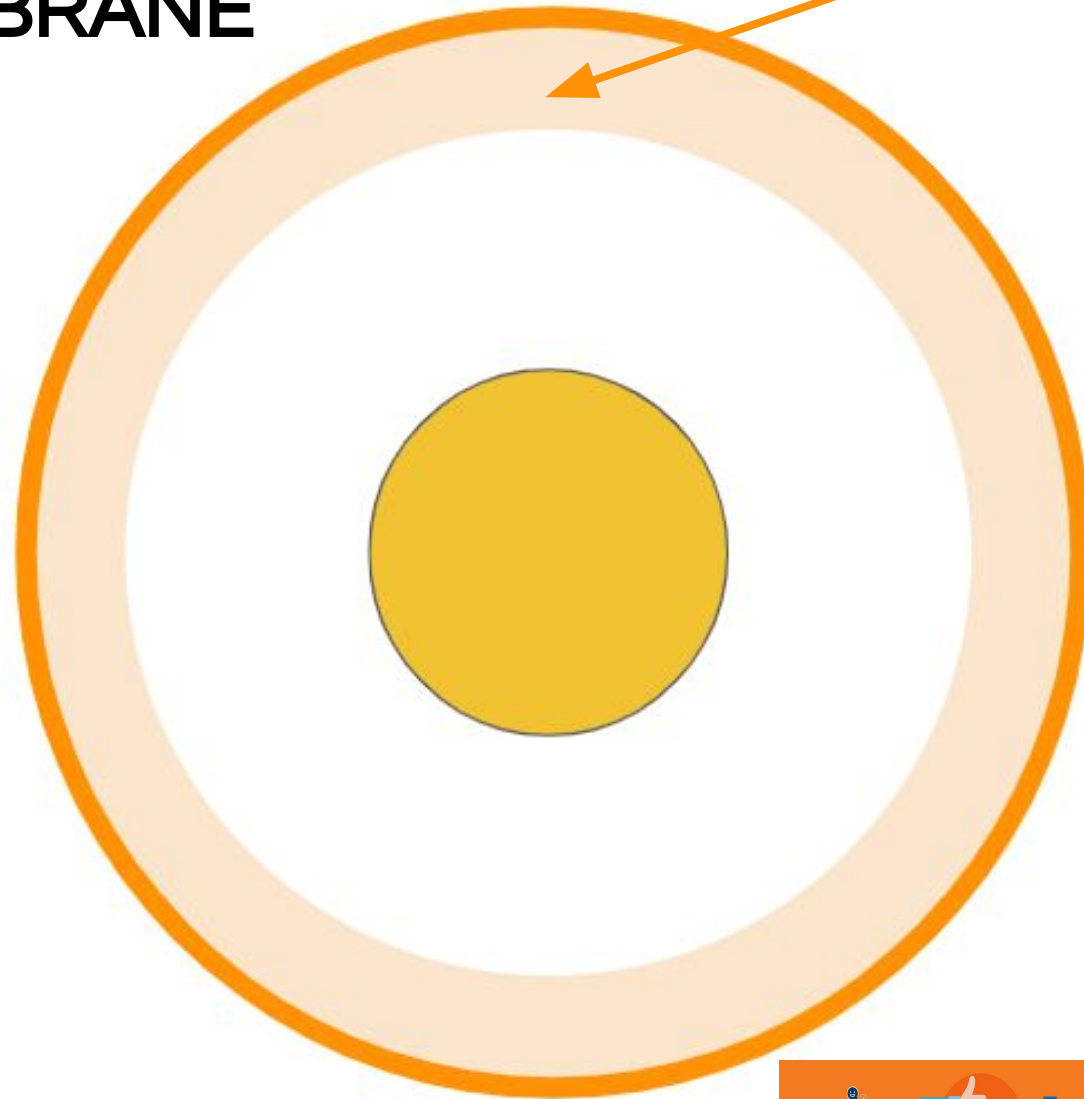
Skin - What do we see on the surface?

6th Grade has four primary science units:

- Astronomy
- Patterns of Weather
- What do you know about H₂O?
- Energy and Its Uses

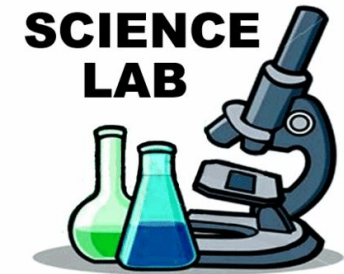
Getting under the skin to the MEMBRANE

Privacy
Respect
Integrity
Mindfulness
Engagement



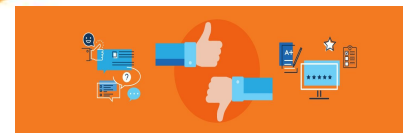
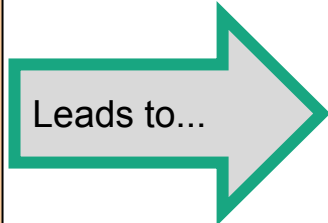
Membrane - Questions, Puzzles, and Wonderings

How are labs run?

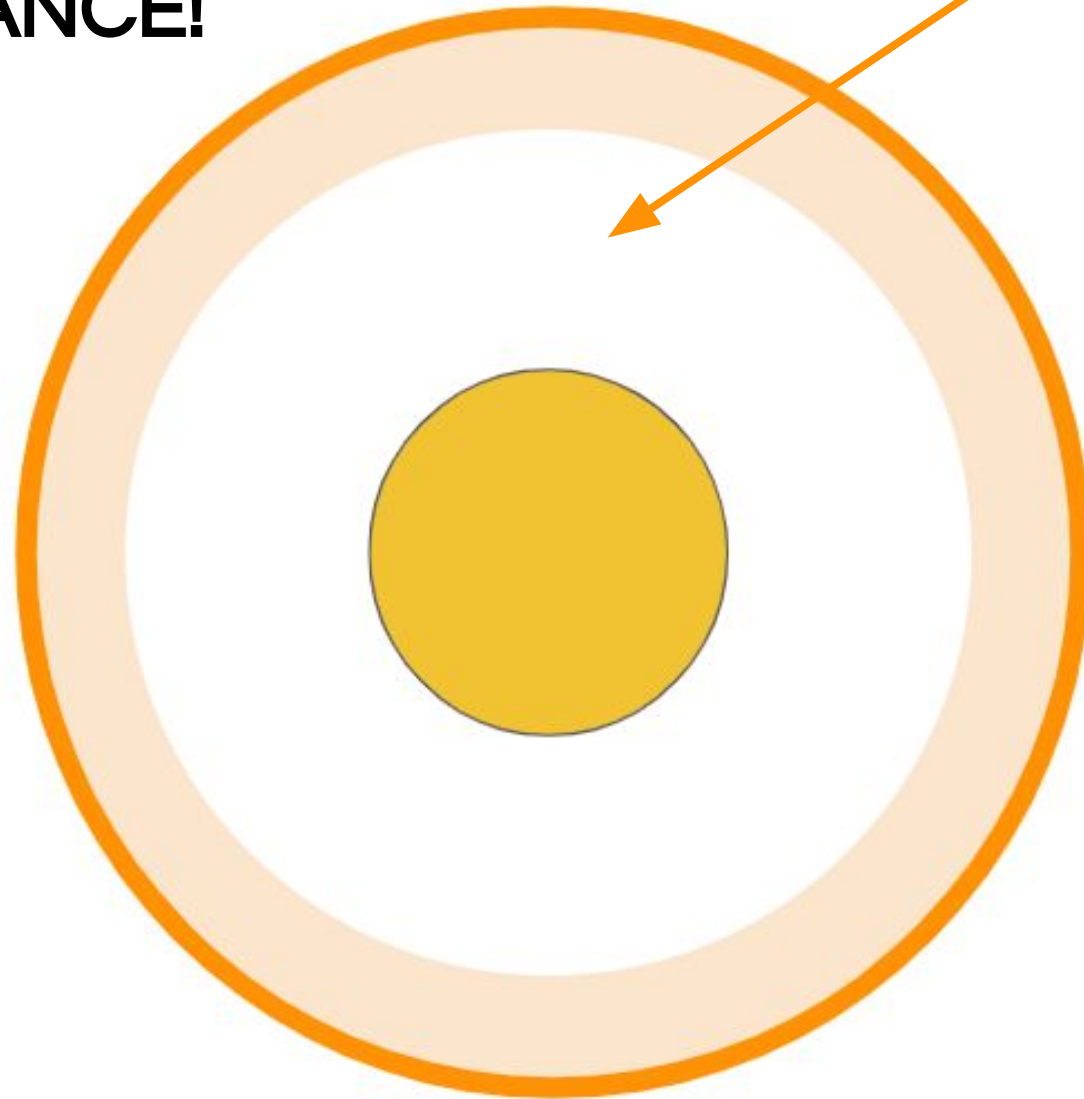


How do we execute Scientific learning in a PRIME classroom?

What materials do we use and How do we assess Science in 6th Grade?



Enter the meat or SUBSTANCE!



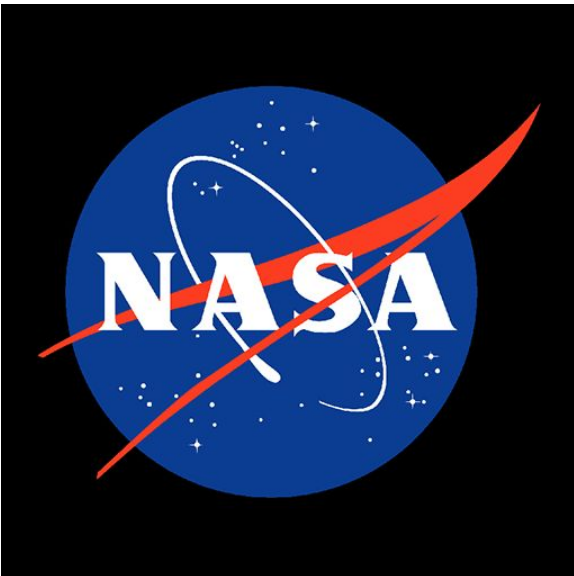
Substance - Build Explanations

Materials used for lessons:

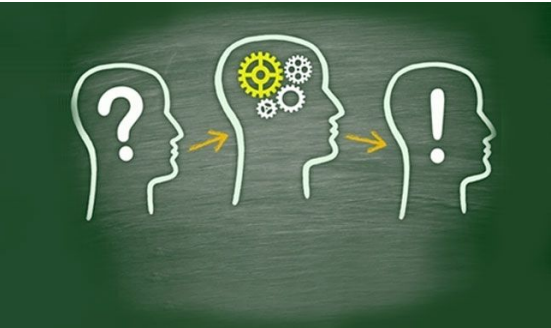
- Live Labs
- Online Resources
- Your own backyard/local park!
- Jason Project
- Experts!

How will we assess?

- Formal Horizon Assessments
- Interactive Lab Activities
- Schoology Assignments



Define the CORE



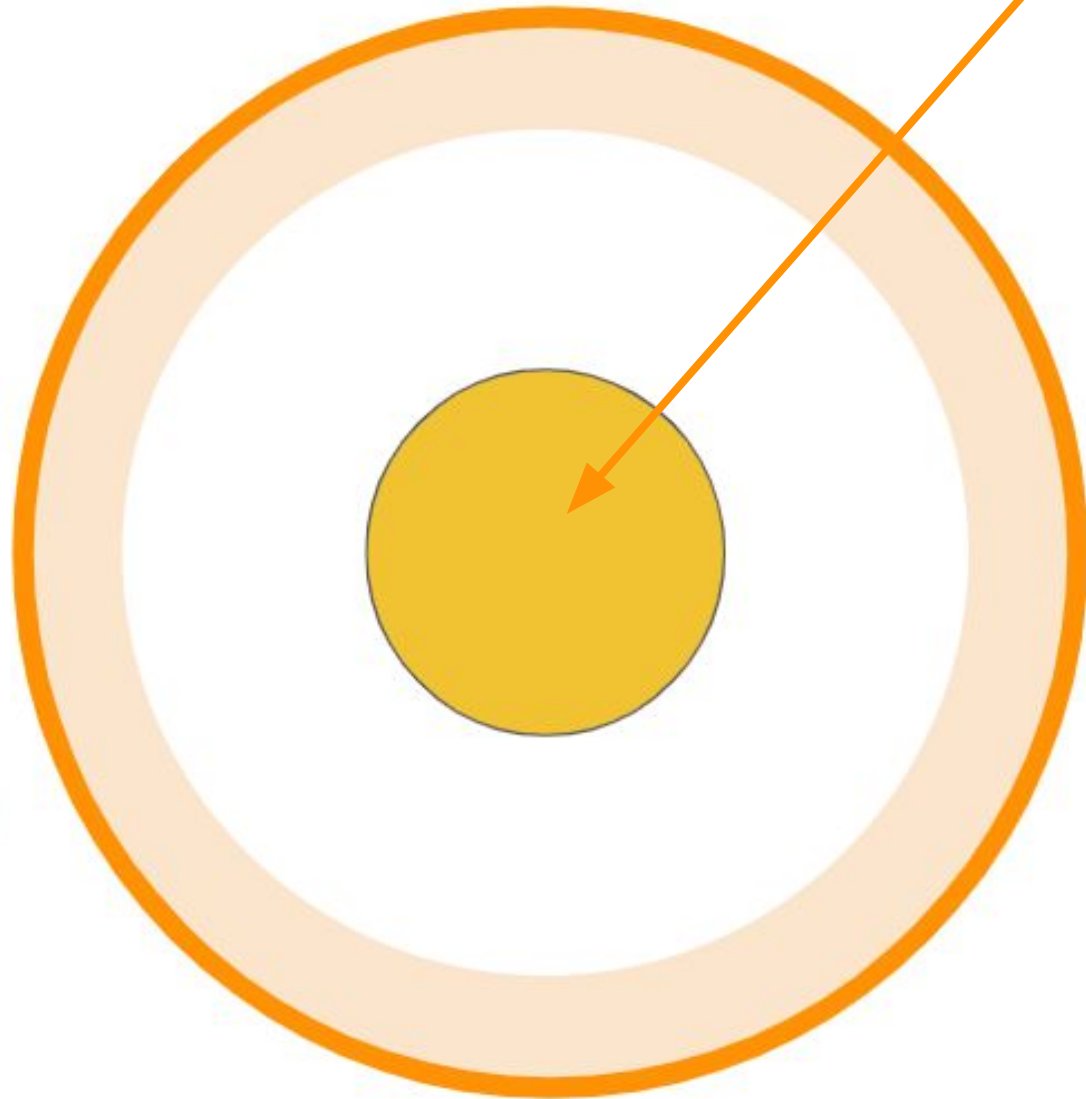
Mathematical Deductive Logic

Experimental Exploration

Hypothetical Modeling

Categorization and Classification

Probabilistic and Statistical Thinking



Core - Capture the essence or heart of the topic, concept or issue (what is it really about?)

We believe in fostering curiosity and wonder through hands-on exploration, investigation, and experimentation.

Before You Go...

- Digital Citizenship
- School Schedule, Attendance & Communication
- Grading, Reporting, and Assessments
- Questions?

Digital Citizenship

Supporting students in developing positive Digital Citizenship skills is a shared responsibility.



MEDIA BALANCE & WELL-BEING

*We find balance
in our digital lives.*



DIGITAL FOOTPRINT & IDENTITY

*We define
who we are.*



PRIVACY & SECURITY

*We care about
everyone's privacy.*



RELATIONSHIPS & COMMUNICATION

*We know the power
of words & actions.*



CYBERBULLYING, DIGITAL DRAMA
& HATE SPEECH

*We are kind
& courageous.*



NEWS & MEDIA LITERACY

*We are critical
thinkers & creators.*

Home Supports

Many supports for families are available on the FCPS Digital Citizenship website: bit.ly/FCPSdigcitpublic

- Establishing Expectations at Home
- Choosing Digital Apps, Games and Services Wisely
- Media Balance and Well-being Toolkit
- Digital Citizenship for Families Online Interactive Course
- Tip Sheets and Videos
- Student Interactives



School Schedule, Attendance & Communication

Grade 6 Schedule 2021-2022

Time	Subject
8:35	Arrival
8:50-9:10	Morning Meeting
9:10-10:00	Content (History/Science)
10:00-11:00	Specials
11:00-12:30	Math
12:30-1:30	Recess/Lunch
1:30-3:30	Language Arts
3:35	Dismissal

**The Falcon Focus
(grade level
newsletter):
Every Friday**

Attendance:
*Teachers will keep an eye out for students who arrive late.
If your child does not arrive on time, you may receive a phone call from the office asking you to verify.
There are updated codes for excused absences related to COVID.

Grading and Reporting

Balanced Assessment Approach

- Projects
- Rubrics specific to assignments
- Tests & Quizzes
- Performance Tasks

Student understanding is assessed in multiple ways. Each assessment type provides information to guide and inform instruction to meet the needs of students.

Parent/Teacher Communication

- Phone Call
- Email
- Progress Update Form
- Office Hours

Teachers remain in contact with parents throughout each quarter to share and monitor student progress. Quarters 2-4 will include the use of interims, on an as-needed basis, to share academic or behavior concerns.

Elementary Progress Report

- Achievement Grade
- Effort Grade
- Life, Work & Citizenship

The progress report reflects the student's current level of understanding and demonstration of knowledge and skills.

School, Division & State ASSESSments - Elementary

- Benchmark Assessment System (BAS)
- iReady
- Virginia Growth Assessment (VGA)
- SEL Screener
- Spring SOLs: Math and Reading

Elementary Progress Report Marks

4 Consistently demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

3 Usually demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes

2 Sometimes demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, some of the time
- Requires moderate support in order to demonstrate understanding of concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes

1 Seldom demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, seldom
- Requires considerable support in order to demonstrate learning of concepts and skills
- Demonstrates limited understanding of concepts, skills, and processes taught
- Makes frequent major errors when demonstrating concepts or processes

For additional information:
[Elementary Grading and Reporting Handbook for Parents: Grading Guidelines on the FCPS website.](#)

Thank you for attending!

**Please make sure you place
all comments and questions
for administration
in this electronic Parking Lot.**

**We value your feedback and
wonderings!**

