

Sixth Grade Passage

Sixth Grade Passage at GCCS is intended as a reflective and celebratory rite of passage for our students as they transition from elementary to middle school. The preparation for Passage will provide students ample opportunity to reflect on their growth academically, emotionally, and socially during their years at GCCS. Sixth Grade Passage has two components: four written reflections and an oral presentation.

Written Reflection Prompts

Reflecting on Rochester

- How has Rochester changed over time? Choose one of the following lenses to examine our community and the cause/ effect relationships that have brought us to the present day: The Natural World; Industry & Economics; The Built Environment; People & Demographics. Pose a question from one of these lenses, research the topics you have studied over your years at GCCS, and explain how events across time have allowed Rochester to become the city it is today.

Myself as an Artist

- How did an arts-integrated curriculum at GCCS help you make sense of the world around you? How have the arts at GCCS helped you better understand the content of your expeditions? Describe how the development of skills, craftsmanship, and character allowed you to create and/ or perform a piece in music, dance, or the visual arts in support of your work in learning expeditions during your time at GCCS.

My Outward Bound Moment

- How did you experience an adventure or overcome a challenge as a student at GCCS? Describe a time when you struggled, demonstrated growth mindset, and embraced the character traits/ design principles on the journey. You may want to start with a physical adventure and then connect it to a social/ emotional or academic example, describing the grit, grapple, and gratitude you experienced along the way.

Letter to the Community

- How do you know you are ready be an active citizen student after GCCS? Defend your readiness to be a contributing member of your future class or school, AND local, national and global community. Describe an experience in which you made a contribution to something greater than yourself. What did that experience teach you about your skills, abilities, passions, and character? How will you use your voice in the future?

Oral Presentation

Students will prepare a presentation that addresses the requirements listed below and share this body of work with a panel of invited guests, including present and past teachers, members of the GCCS Administration Team, GCCS Board of Trustee members, community leaders and experts, family members, and fellow students. At the conclusion of the presentation, the panel (save the family members and fellow students), will discuss whether the student has met the criteria for Passage (see attached rubric), or if revisions are required. It is a rigorous process, but a rewarding one.

Preparing for the Passage Oral Presentation:

Metaphor

Select a metaphor that reflects your journey as a student at GCCS. This metaphor will be your introduction to the oral presentation portion and should be woven throughout the presentation.

Mission

Curate work samples from your portfolio to explain how a GCCS education has helped you to become a reflective questioner, an articulate communicator, a critical thinker, and a skilled problem solver. Provide physical and anecdotal evidence to support your claims during your presentation.

High Quality Work

Select and celebrate a piece of work that you think represents your personal best, high-quality student work. The work sample should demonstrate complexity, craftsmanship, and authenticity. Be sure to explain the process you went through to make this high quality work.

Q&A

The final part of the presentation will be a short question and answer session by the panel.

The Oral Presentation will last 20-30 minutes. At the conclusion, the student and his/ her family will be invited in to receive the final score and feedback from the panel. Students may receive one of three designations: fail, pass, or pass with honors.