

SIXTH GRADE THIRD NINE WEEKS

READING

Reading Applications: Informational, Technical, and Persuasive Text

- A 5.** Analyze information found in maps, charts, tables, graphs, diagrams, and cutaways.
- B 2.** Analyze examples of cause and effect and fact and fiction.
- C 3.** Compare and contrast important details about a topic using different sources of information including books, magazines, newspapers and online resources.
- D 6.** Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.

Acquisition of Vocabulary

- A 1.** Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
- B 3.** Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.
- B 4.** Interpret metaphors and similes to understand new uses of words and phrases in text.
- E 6.** Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meaning of words.
- F 8.** Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textural features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- B 3.** Make critical comparisons across texts, noting author's style as well as literal and implied content of text.
- C 6.** Answer literal, inferential, evaluative and synthesizing question to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.
- D 7.** Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on. Looking back, note taking or summarizing what has been read so far in text.
- D 9.** Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others)
- D 10.** Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task.)

Reading Applications: Literary Text

- A 1.** Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
- B 2.** Identify the features of setting and explain their importance in literary text.
- C 3.** Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
- D 4.** Explain first, third and omniscient points of view, and explain how voice affects the text.
- E 5.** Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
- G 7.** Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

WRITING

Writing Applications

- D 4.** Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.

Research

- A 1.** Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
- B 2.** Identify appropriate sources, and gather relevant information for multiple sources (e.g., school library catalogs, online databases, electronic resources and internet based resources)
- C 4.** Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers)

Communication: Oral and Visual

- B 3.** Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
- B 4.** Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

MATH

Measurement

- B 5.** Understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different areas or may have the same area, but different perimeters.
- C 2.** Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors; e.g., $\frac{1}{2}$ circle, $\frac{2}{3}$ circle, $\frac{1}{3}$ circle, $\frac{1}{4}$ circle
- C 3.** Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders:
- Estimating lengths using string or links, areas using tiles or grid, and volumes using cubes
 - Measuring attributes (diameter, side lengths, or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms.
- E 4.** Determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; e.g., perimeter is the context for fencing a garden, surface area is the context for painting a room.
- F 1.** Understand and describe the difference between surface area and volume.
- F 6.** Describe what happens to the perimeter and area of a two-dimensional shape when the measurements of the shape are changed; e.g., length of sides are doubled.
- G 1.** Understand and describe the difference between surface area and volume.
- G 5.** Understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different areas or may have the same area, but different perimeters.

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MATH CONTINUED

Geometry and Spatial Sense

D 1. Classify and describe two-dimensional and three-dimensional geometric figures and objects by using their properties; e.g., interior angle measures, perpendicular/parallel sides, congruent angles/sides.

D 2. Use standard language to describe line, segment, ray, angle, skew, parallel and perpendicular.

D 4. Identify and define relationships between planes; i.e., parallel, perpendicular and intersecting.

F 6. Draw similar figures that model proportional figures that model proportional relationships; e.g., model similar figures with a 1 to 2 relationship by sketching two of the same figure, one with corresponding sides twice the length of the other.

G 3. Use multiple classification criteria to classify triangles; e.g., right scalene triangle.

H 5. Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotation, translations and dilations.

I 7. Build three-dimensional objects with cubes, and sketch the two-dimensional representations of each side; i.e., projection sets.

J 6. Draw similar figures that model proportional relationships; e.g., model similar figures with a 1 to 2 relationship sketching two of the same figure, one with corresponding sides twice the length of the other.

Patterns, Functions and Algebra

H 4. Solve simple linear equations and inequalities using physical models, paper and pencil, tables and graphs.

SOCIAL STUDIES

History

B 3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:

- Hunting and gathering
- Tool making
- Use of fire
- Domestication of plants and animals
- Organizing societies
- Governance

B 4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus Valleys before 1000 B.C. including:

- Location
- Government
- Religion
- Agriculture
- Cultural and scientific contributions

(Huang Ho and Indus)

People in Societies

B 2. Compare world religions and belief systems focusing on geographic origins founding leaders and teachings including:

- Buddhism
- Christianity
- Judaism
- Hinduism
- Islam

B 3. Explain factors that foster conflict or cooperation among countries:

- Language
- Religion
- Types of government
- Historic relationships
- Economic interests

SCIENCE

Earth and Space Sciences

D 1. Describe the rock cycle and explain that there are sedimentary, igneous and metamorphic rocks that have distinct properties (e.g. color, texture) and are formed in different ways.

D 2. Explain that rocks are made of one or more minerals.

D 3. Identify minerals by their characteristic properties.

Physical Science

A 1. Explain that equal volumes of different substances usually have different masses.

A 2. Describe that in a chemical change new substances are formed with different properties than the original substance (e.g., rusting, burning)

A 3. Describe that in a physical change (e.g., state, shape and size) the chemical properties of a substance remain unchanged.

A 4. Describe that chemical and physical changes occur all around us (e.g., in the human body, cooking and industry)

Life Sciences

A 1. Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms.

A 2. Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.

A 3. Identify how plant cells differ from animal cells (e.g., cell wall and chloroplasts).

B 4. Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the next generation through reproduction.

B 5. Describe that in asexual reproduction all the inherited traits come from a single parent.

B 6. Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents.

B 7. Recognize that likenesses between parents and offspring (e.g., eye color, flower color) are inherited. Other likenesses, such as table manners are learned.

C 8. Describe how organisms may interact with one another.