Quarter 1 at a Glance – 6th Grade

Math/ELA – 5 days/week; Science/History 2-3 days/week

August	September	October
MATH: Numeration (2 weeks) Variables, Expression, & Properties (1 week)	**MATH:** Variables, Expressions, & Properties (1 week) Operations with Decimals (3 weeks)	**MATH:** Solving Equations (2 weeks) Review (1 week)
ELA: Growing Up? (3 weeks)	**ELA:** Growing Up? (3 weeks) Figure It Out! Puzzles, Riddles, & Problem-Solving (1 week)	**ELA:** Figure It Out! Puzzles, Riddles, & Problem-Solving (3 weeks)
ELA WRITING: Organization and Focus/Research and Technology/Evaluation and Revision Where do Writers Get Ideas/Writing Process (3 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Feature Article (4 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Feature Article (1 week) Non Fiction (1 week)
SCIENCE: Plate Tectonics & Earth's Structure (3 weeks)	**SCIENCE:** Plate Tectonics & Earth's Structure (4 weeks)	**SCIENCE:** Shaping Earth's Surface (3 weeks)
HISTORY: Paleolithic Era to Agricultural Revolution (3 weeks)	**HISTORY:** Paleolithic Era to Agricultural Revolution (2 weeks) Ancient Egypt (2 weeks)	**HISTORY:** Ancient Egypt (3 weeks)

MATH

Students will be able to utilize their learning to apply place value to order and sort numbers and objects in their everyday life.

Students will be able to use their learning to make generalizations about observed patterns and create rules to represent those patterns.

Students will be able to use their learning to create, model, and solve an equation based on a given scenario.

Unit Goals:

Numeration
Place Value
Comparing & Ordering Whole Numbers
Exponents & Place Value
Decimal Place Value
Multiplying and Dividing by 10, 100, & 1000
Comparing & Ordering Decimals
Make an Organized List

Variables, Expressions, & Properties
Using variables to Write Expressions
Properties of Operations
Order of Operations
The Distributive Property

Variables, Expressions, & Properties
Mental Math
Evaluating Expressions
Using Expressions to Describe Patterns
Make a Table

Operations with Decimals
Estimating Sums & Differences
Adding & Subtracting
Estimating Products & Quotients
Multiplying Decimals
Dividing Whole Numbers
Dividing By a Whole Number
Dividing Decimals
Evaluating Expressions
Solutions for Equations & Inequalities
Multiple-Step Problems

Solving Equations
Properties of Equality
Solving Addition & Subtraction Equations
Solving Multiplication & Division Equations
Draw a Picture
Write an Equation

6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents
6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.
6.EE.2.A Write expressions that record operations with numbers and with letters standing for numbers.
6.EE.2.B Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
6.EE.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
6.EE.3 Apply the properties of operations to generate equivalent expressions.
6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
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6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

MATH

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

6.EE.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

6.EE.3 Apply the properties of operations to generate equivalent expressions.

6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.

ENGLISH LANGUAGE ARTS

Students weigh the pros and cons of aging from childhood to adolescence to adulthood, reading classic and/or contemporary fiction and biographies. Students compare and contrast how different texts explore the theme of "growing up." Evidence-based writing focuses on explaining mixed feelings about the inevitable loss of childhood.

Students puzzle out mysteries and riddles, comparing and contrasting the strategies they use to solve different kinds of problems. Students analyze the effectiveness and appropriateness of particular strategies in different problem solving contexts. Evidence-based writing focuses on explaining how detectives use clues to solve mysteries and readers use clues to find deeper meaning.

RL.6.1 I can **c**ite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 I can determine a theme or central idea of a text and how it is conveyed through particular details; I can provide a summary of text distinct from personal opinions or judgments.

RL.6.3 I can describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.6 I can explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7 I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what I "see" and "hear" when reading the text to what I perceive when I listen or watch.

RL.6.9 I can compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

RI.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 I can determine a central idea of a text and how it is conveyed through particular details; I can provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.6 I can determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 I can integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

SL.6.1 I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
(a) I can come to discussions prepared, having read or studied required material; I can explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
(b) I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
(c) I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
(d) I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.6 I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
(a) I can ensure that pronouns are in the proper case (subjective, objective, possessive).
(b) I can use intensive pronouns (e.g., *myself, ourselves*).
(c) I can recognize and correct inappropriate shifts in pronoun number and person.
(d) I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
(e) I can recognize variations from standard English in their own or others' writing and speaking, and identify and use strategies to improve expression in conventional language.

ENGLISH LANGUAGE ARTS

L.6.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
(a) I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
(b) I can spell correctly.

L.6.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
(a) I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
(b) I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
(c) I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
(d) I can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6 I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ENGLISH LANGUAGE ARTS – WRITING

Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

Organization and Focus

6.1.1 I can choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

6.1.2 I can create multiple-paragraph expository compositions:
a. I can engage the interest of the reader and state a clear purpose.
b. I can develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
c. I can conclude with a detailed summary linked to the purpose of the composition.

6.1.3 I can use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

6.1.4 I can use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

6.1.5 I can compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

6.1.6 I can revise writing to improve the organization and consistency of ideas within and between paragraphs.

W.6.2 I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(a) I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
(b) I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
(c) I can use appropriate transitions to clarify the relationships among ideas and concepts.
(d) I can use precise language and domain-specific vocabulary to inform about or explain the topic.
(e) I can establish and maintain a formal style.
(f) I can provide a concluding statement or section that follows from the information or explanation presented.

W.6.4 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 I can, 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.

W.6.9 I can draw evidence from literary or informational texts to support analysis, reflection, and research.
(a) Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
(b) Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

SCIENCE

The science curriculum in grade six emphasizes the study of earth sciences. Students at this age are increasing their awareness of the environment and are ready to learn more. The standards in grade six present many of the foundations of geology and geophysics, including plate tectonics and earth structure, topography, and energy. The material is linked to resource management and ecology, building on what students have learned in previous grades. Unless students take a high school earth science class, what they learn in grade six will be their foundation for earth science literacy.

6.1 Plate Tectonics and Earth's Structure
Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:

6.1.A Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.

6.1.B Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.

6.1.C Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.

6.1.D Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.

6.1.E Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.

6.1.F Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.

6.1.G Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

6.2 Shaping Earth's Surface
Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

6.2.A Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.

6.2.B Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

6.2.C Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.

6.2.D Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

HISTORY

Paleolithic Era to Agricultural Revolution

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire.

6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

Ancient Egypt

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

6.2.4 Know the significance of Hammurabi's Code.

6.2.5 Discuss the main features of Egyptian art and architecture.

6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.

6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

6.2.9 Trace the evolution of language and its written forms.

Quarter 2 at a Glance – 6th Grade

Math/ELA – 5 days/week; Science/History 2-3 days/week

October/November	December	January
MATH: Number & Fraction Concepts (2 weeks)/ Decimals, Fractions, & Mixed Numbers (1 week)	**MATH:** Adding & Subtracting Fractions & Mixed Numbers (2 weeks)	**MATH:** Multiplying Fractions & Mixed Numbers (1 week) Dividing Fractions & Mixed Numbers (2 weeks)/Review (1 week)
ELA: Figure It Out! Puzzles, Riddles, & Problem-Solving (3 weeks)	**ELA:** Figure It Out! Puzzles, Riddles, & Problem-Solving (1 week) Embracing Heritage – The Immigration Experience (1 week)	**ELA:** Embracing Heritage – The Immigration Experience (4 weeks)
ELA WRITING: Organization and Focus/Research and Technology/Evaluation and Revision Nonfiction (3 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Nonfiction (1 week) Literary [Expository] Essays (1 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Literary [Expository] Essays (3 weeks) Persuasive Writing (1 week)
SCIENCE: Shaping Earth's Surface (2 weeks) Heat - Thermal Energy/Physical Sciences (1 week)	**SCIENCE:** Heat - Thermal Energy/Physical Sciences (2 weeks)	**SCIENCE:** Heat - Thermal Energy/Physical Sciences (1 week) Energy in the Earth System (3 weeks)
HISTORY: Ancient Hebrews (3 weeks)	**HISTORY:** Ancient Hebrews (2 weeks)	**HISTORY:** Ancient Greece (3 weeks) Review (1 week)

MATH

Unit Goals:

Number & Fraction Concepts
- Factors, Multiples, and Divisibility
- Prime Factorization
- Greatest Common Factor
- Understanding Fractions
- Equivalent Fractions
- Fractions in Simplest Form
- Make and Test Conjectures

Decimals, Fractions, & Mixed Numbers
- Fractions & Division and Fractions & Decimals
- Improper Fractions and Mixed Numbers
- Decimal Forms of Fractions & Mixed Numbers
- Draw a Picture

Adding & Subtracting Fractions & Mixed Numbers
- Adding & Subtracting: Like Denominators
- Least Common Multiple
- Adding & Subtracting: Unlike Denominators
- Estimating Sums & Differences of Mixed Numbers
- Adding & Subtracting Mixed Numbers
- Make a Table

Multiplying Fractions & Mixed Numbers
- Multiplying a Fraction and a Whole Number & Multiplying Fractions
- Estimating Products
- Multiplying Mixed Numbers
- Multiple Step Problems

Dividing Fractions & Mixed Numbers
- Understanding Division of Fractions
- Dividing a Whole Number by a Fraction & Dividing Fractions
- Estimating Quotients
- Dividing Mixed Numbers
- Solving Equations

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

MATH

6.NS.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.

6.NS.6.B Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.6.C Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

ENGLISH LANGUAGE ARTS

Students puzzle out mysteries and riddles, comparing and contrasting the strategies they use to solve different kinds of problems. Students analyze the effectiveness and appropriateness of particular strategies in different problem solving contexts. Evidence-based writing focuses on explaining how detectives use clues to solve mysteries and readers use clues to find deeper meaning.

Students dig deep into the immigration experience that is foundational to the USA. Reading fictional and informational immigrant stories and analyzing film clips and/or images, students examine forces that lead so many to America, for so many different reasons. Evidence-based writing focuses on arguing about immigration policy.

RL.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 I can determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments.

RL.6.3 I can describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 I can determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.7 I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 I can determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.6 I can determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.8 I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9 I can compare and contrast one author's presentation of events with that of another.

SL.6.1 I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
(a) I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
(b) I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
(c) I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
(d) I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 I can interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.6 I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
(a) I can ensure that pronouns are in the proper case (subjective, objective, possessive).
(b) I can use intensive pronouns (e.g., *myself, ourselves*).
(c) I can recognize and correct inappropriate shifts in pronoun number and person.
(d) I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
(e) I can recognize variations from standard English in their own or others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
(a) I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
(b) I can spell correctly.

L.6.3 I can use knowledge of language and its conventions when writing, speaking, reading, or listening. **(a)** Vary sentence patterns for meaning, reader/listener interest, and style. **(b)** Maintain consistency in style and tone.

ENGLISH LANGUAGE ARTS

L.6.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
(a) I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
(b) I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

L.6.6 I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ENGLISH LANGUAGE ARTS – WRITING

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

Organization and Focus

6.1.1 I can choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

6.1.2 I can create multiple-paragraph expository compositions:
a. I can engage the interest of the reader and state a clear purpose.
b. I can develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
c. I can conclude with a detailed summary linked to the purpose of the composition.

6.1.3 I can use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

6.1.4 I can use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

6.1.5 I can compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

6.1.6 I can revise writing to improve the organization and consistency of ideas within and between paragraphs.

W.6.2 I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(a) I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
(b) I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
(c) I can use appropriate transitions to clarify the relationships among ideas and concepts.
(d) I can use precise language and domain-specific vocabulary to inform about or explain the topic.
(e) I can establish and maintain a formal style.
(f) I can provide a concluding statement or section that follows from the information or explanation presented.

W.6.1 I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
(a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
(c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
(e) Provide a concluding statement or section that follows from and supports the argument presented.

W.6.2 I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(a) I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
(b) I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
(c) I can use appropriate transitions to clarify the relationships among ideas and concepts.
(d) I can use precise language and domain-specific vocabulary to inform about or explain the topic.
(e) I can establish and maintain a formal style.
(f) I can provide a concluding statement or section that follows from the information or explanation presented.

ENGLISH LANGUAGE ARTS – WRITING

W.6.4 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 I can, 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.

W.6.7 I can conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 I can 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.

W.6.9 I can draw evidence from literary or informational texts to support analysis, reflection, and research.

(a) I can apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

(b) I can apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

SCIENCE

6.2 Shaping Earth's Surface

Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

6.2.A Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.

6.2.B Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

6.2.C Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.

6.2.D Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

6.3 Heat – Thermal Energy/Physical Sciences

Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

6.3.A Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.

6.3.B Students know that when fuel is consumed, most of the energy released becomes heat energy.

6.3.C Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).

6.3.D Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

6.4 Energy in the Earth System

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

6.4.A Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.

6.4.B Students know solar energy reaches Earth through radiation, mostly in the form of visible light.

6.4.C Students know heat from Earth's interior reaches the surface primarily through convection.

6.4.D Students know convection currents distribute heat in the atmosphere and oceans.

6.4.E Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

HISTORY

Ancient Hebrew

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70

Ancient Greece

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Quarter 3 at a Glance – 6th Grade

Math/ELA – 5 days/week; Science/History 2-3 days/week

February	March	April
Integers (1 week) Properties of Two-Dimensional Figures (1 week) Ratios, Rates, & Proportions (1 week)	Ratios, Rates, & Proportions (1 week) Solving Proportions (1 week) Understanding Percents (2 weeks)	Equations & Graphs (1 week) Review (1 week)
ELA: Embracing Heritage – The Immigration Experience (1 week) Overcoming Obstacles (2 weeks)	**ELA:** Overcoming Obstacles (4 weeks)	**ELA:** Overcoming Obstacles (1 week) Heroes, Gods, & Monsters (1 week)
ELA WRITING: Organization and Focus/Research and Technology/Evaluation and Revision Persuasive Writing (3 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Persuasive Writing (1 week) Test Prep (3 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Test Prep (1 week) Poetry (1 week)
SCIENCE: Energy in the Earth System (2 weeks) Ecology (1 week)	**SCIENCE:** Ecology(4 weeks)	**SCIENCE:** Resources (2 weeks)
HISTORY: Ancient Greece (2 weeks) India (1 week)	**HISTORY:** India (4 weeks)	HISTORY: Ancient China (2 weeks)

MATH

Unit Goals:

Integers
Understanding Integers
Comparing & Ordering Integers & Absolute Value
Rational Numbers on a Number Line
Graphing Points on a Coordinate Plane
Use Reasoning

Properties of Two-Dimensional Figures
Basic Geometric Ideas
Measuring and Drawing Angles
Triangles
Quadrilaterals
Make a Table and Look for a Pattern

Ratios, Rates, & Proportions
Understanding Ratios
Equal Ratios and Proportions (Cross Products)
Understanding Rates and Unit Rates
Comparing Rates
Distance, Rate, and Time

Ratios, Rates, & Proportions
Understanding Ratios
Equal Ratios and Proportions (Cross Products)
Understanding Rates and Unite Rates
Comparing Rates
Distance, Rate, and Time

Solving Proportions
Using Ratio Tables
Using Unit Rates
Applying Ratios
Writing to Explain
Ratios and Graphs

Understanding Percents
Understanding Percents
Fractions, Decimals, and Percents
Percents Greater Than 100 & Less Than 1
Estimating Percent
Finding the Percent of a Number
Tips, Taxes, Discount & Simple Interest
Reasonableness

Equations & Graphs
Equations with More Than One Operation
Patterns and Equations
More Patterns and Equations
Graph Equations
Graph Equations with More than One Operation
Understanding Inequalities

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

6.NS.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.

6.NS.6.A Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.6.A Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7 Understand ordering and absolute value of rational numbers.

6.NS.7.A Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

6.NS.7.B Write, interpret, and explain statements of order for rational numbers in real-world contexts.

6.NS.7.B Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

MATH

6.NS.7.C Distinguish comparisons of absolute value from statements about order.

6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.3.B Solve unit rate problems including those involving unit pricing and constant speed.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.3.A Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

6.RP.3.B Solve unit rate problems including those involving unit pricing and constant speed.

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

ENGLISH LANGUAGE ARTS

Students dig deep into the immigration experience that is foundational to the USA. Reading fictional and informational immigrant stories and analyzing film clips and/or images, students examine forces that lead so many to America, for so many different reasons. Evidence-based writing focuses on arguing about immigration policy.

Students explore bravery in the face of various challenges, such as slavery, shipwrecks, or unfair child labor practices. Students develop their understanding of courage by examining how people and characters face and overcome obstacles. Evidence-based writing focuses on presenting an argument about a challenging situation.

Students go back in time to experience heroes, gods, and monsters from around the world. Students read myths, legends and/or folktales from a wide variety of sources, and study supportive informational text, art, and music. Evidence-based writing focuses on crafting narratives about heroes, gods or monsters that contain story elements presented in the myths, legends or folktales studied.

ENGLISH LANGUAGE ARTS

RL.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 I can determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments.

RL.6.5 I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 I can explain how an author develops the point of view of the narrator or speaker in a text.

RI.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 I can determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4 I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.

RI.6.8 I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.1 I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts*, *and issues*, building on others' ideas and expressing their own clearly.
(a) I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
(b) I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
(c) I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
(d) I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.3 I can delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.6 I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
(a) I can ensure that pronouns are in the proper case (subjective, objective, possessive).
(b) I can use intensive pronouns (e.g., *myself, ourselves*).
(c) I can recognize and correct inappropriate shifts in pronoun number and person.
(d) I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
(e) I can recognize variations from standard English in their own or others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
(a) I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
(b) I can spell correctly.

L.6.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. **(a)** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
(b) I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*

L.6.5 I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
(a) Interpret figures of speech (e.g., personification) in context.
(b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

ENGLISH LANGUAGE ARTS – WRITING

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

Organization and Focus

6.1.1 I can choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

6.1.2 I can create multiple-paragraph expository compositions:
a. I can engage the interest of the reader and state a clear purpose.
b. I can develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
c. I can conclude with a detailed summary linked to the purpose of the composition.

ENGLISH LANGUAGE ARTS – WRITING

6.1.3 I can use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

6.1.4 I can use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

6.1.5 I can compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

6.1.6 I can revise writing to improve the organization and consistency of ideas within and between paragraphs.

W.6.2 I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(a) I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
(b) I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
(c) I can use appropriate transitions to clarify the relationships among ideas and concepts.
(d) I can use precise language and domain-specific vocabulary to inform about or explain the topic.
(e) I can establish and maintain a formal style.
(f) I can provide a concluding statement or section that follows from the information or explanation presented.

W.6.1 I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
(a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
(c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
(e) Provide a concluding statement or section that follows from and supports the argument presented.

W.6.3 I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
(a) I can engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
(b) I can use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
(c) I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
(d) I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
(e) I can provide a conclusion that follows from the narrated experiences or events.

W.6.4 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 I can, 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.

W.6.6 I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.6.7 I can conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 I can 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.

W.6.9 I can draw evidence from literary or informational texts to support analysis, reflection, and research.
(a) I can apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
(b) I can apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

SCIENCE

6.4 Energy in the Earth System

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

6.4.A Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.

6.4.B Students know solar energy reaches Earth through radiation, mostly in the form of visible light.

6.4.C Students know heat from Earth's interior reaches the surface primarily through convection.

6.4.D Students know convection currents distribute heat in the atmosphere and oceans.

6.4.E Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

6.5 Ecology (Life Sciences)

Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

6.5.A Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

6.5.B Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

6.5.C Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

6.5.D Students know different kinds of organisms may play similar ecological roles in similar biomes.

6.5.E Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

6.6 Resources

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

6.6.A Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

6.6.B Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

6.6.C Students know the natural origin of the materials used to make common objects.

HISTORY

Ancient Greece

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

India

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

6.5.2 Discuss the significance of the Aryan invasions.

6.5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

6.5.4 Outline the social structure of the caste system.

6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6.5.6 Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.

6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

HISTORY

Ancient China

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

6.6.7 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.

Quarter 4 at a Glance – 6th Grade

Math/ELA – 5 days/week; Science/History 2-3 days/week

April	May	June
Equations & Graphs (1 week) Measurement (1 week) Perimeter & Area (1 week)	Perimeter & Area (1 week) Volume & Surface Area (2 weeks) Data & Graphs (1 week)	Data & Graphs (1 week) Review (1 week)
ELA: Heroes, Gods, & Monsters (3 weeks)	**ELA:** Heroes, Gods, & Monsters (4 weeks)	**ELA:** Heroes, Gods, & Monsters (2 weeks)
ELA WRITING: Organization and Focus/Research and Technology/Evaluation and Revision Write Summaries of Reading Material Poetry (1 week) Historical Narrative (2 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Write Summaries of Reading Material Historical Narrative (2 weeks)	**ELA WRITING:** Organization and Focus/Research and Technology/Evaluation and Revision Write Summaries of Reading Material
SCIENCE: Resources (1 week) Investigation & Experimentation (2 weeks)	**SCIENCE:** Investigation & Experimentation (4 weeks)	**SCIENCE:** Investigation & Experimentation (2 weeks)
HISTORY: Ancient China (3 weeks)	**HISTORY:** Ancient Rome (4 weeks)	**HISTORY:** Ancient Rome (1 week) Review (1 week)

MATH

Unit Goals:

Equations & Graphs
- Equations with More Than One Operation
- Patterns and Equations
- More Patterns and Equations
- Graph Equations
- Graph Equations with More than One Operation
- Understanding Inequalities

Measurement
- Converting Customary Measures
- Converting Metric Measures
- Units of Measure and Precision
- Relating Customary and Metric Measures
- Elapsed Time
- Use Reasoning

Perimeter & Area
- Perimeter
- Area of Rectangles and Irregular Figures
- Area of Parallelograms and Triangles
- Use Objects

Perimeter & Area
- Perimeter
- Area of Rectangles and Irregular Figures
- Area of Parallelograms and Triangles
- Use Objects

Volume & Surface Area
- Solid Figures
- Surface Area
- Volume of Rectangular Prisms
- Volume of Triangular Prisms & Cylinders
- Use Objects and Reasoning

Data & Graphs
- Statistical Questions, Looking at Data Sets
- Mean, Median, Mode, and Range
- Frequency Plots and Histograms
- Box Plots
- Measures of Variability
- Appropriate Use of Statistical Measures
- Summarize Data and Distribution

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6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

MATH

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.5 Summarize numerical data sets in relation to their context, such as by:

6.SP.5.A Reporting the number of observations.

6.SP.5.B Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

6.SP.5.C Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

6.SP.5.D Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

ENGLISH LANGUAGE ARTS

Students go back in time to experience heroes, gods, and monsters from around the world. Students read myths, legends and/or folktales from a wide variety of sources, and study supportive informational text, art, and music. Evidence-based writing focuses on crafting narratives about heroes, gods or monsters that contain story elements presented in the myths, legends or folktales studied.

RL.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 I can determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments.

RL.6.6 I can explain how an author develops the point of view of the narrator or speaker in a text.

RI.6.1 I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 I can determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.6.1 I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly.

(a) I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

(b) I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

(c) I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

(d) I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.4 I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.6 I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ENGLISH LANGUAGE ARTS

L.6.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
(a) I can ensure that pronouns are in the proper case (subjective, objective, possessive).
(b) I can use intensive pronouns (e.g., *myself, ourselves*).
(c) I can recognize and correct inappropriate shifts in pronoun number and person.
(d) I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
(e) I can recognize variations from standard English in their own or others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
(a) I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
(b) I can spell correctly.

L.6.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
(a) I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
(b) I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*

ENGLISH LANGUAGE ARTS – WRITING

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

Organization and Focus

6.1.1 I can choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

6.1.2 I can create multiple-paragraph expository compositions:
a. I can engage the interest of the reader and state a clear purpose.
b. I can develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
c. I can conclude with a detailed summary linked to the purpose of the composition.

6.1.3 I can use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

6.1.4 I can use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

6.1.5 I can compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

6.1.6 I can revise writing to improve the organization and consistency of ideas within and between paragraphs.

W.6.2 I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(a) I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
(b) I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
(c) I can use appropriate transitions to clarify the relationships among ideas and concepts.
(d) I can use precise language and domain-specific vocabulary to inform about or explain the topic.
(e) I can establish and maintain a formal style.
(f) I can provide a concluding statement or section that follows from the information or explanation presented.

ENGLISH LANGUAGE ARTS – WRITING

W.6.3 I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
(a) I can engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
(b) I can use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
(c) I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
(d) I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
(e) I can provide a conclusion that follows from the narrated experiences or events.

W.6.4 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 I can, 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.

W.6.6 I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.6.9 I can draw evidence from literary or informational texts to support analysis, reflection, and research.
(a) I can apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
(b) I can apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

SCIENCE

6.6 Resources
Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

6.6.A Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

6.6.B Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

6.6.C Students know the natural origin of the materials used to make common objects.

6.7 Investigation and Experimentation
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

6.7.A Develop a hypothesis.

6.7.B Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

6.7.C Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

6.7.D Communicate the steps and results from an investigation in written reports and oral presentations.

6.7.E Recognize whether evidence is consistent with a proposed explanation.

6.7.F Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

6.7.G Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

6.7.H Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

HISTORY

Ancient China

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.

Ancient Rome

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

6.7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.