

Sixth Grade Curriculum Chart

2019-2020

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p style="text-align: center;">English Reading</p> <p>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.</p>	<ul style="list-style-type: none"> - Determine the meaning of words and 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. - 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 - 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. - 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 	<ul style="list-style-type: none"> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> - 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. - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 	<ul style="list-style-type: none"> - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<p style="text-align: center;">English Writing</p> <p>To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements</p>	<ul style="list-style-type: none"> - Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. 	<ul style="list-style-type: none"> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> a. 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. 	<ul style="list-style-type: none"> - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> a. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or 	<ul style="list-style-type: none"> - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote

<p>of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative— to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.</p>		<p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented</p>	<p>characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p style="text-align: center;">English Speaking & Listening</p> <p>To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations —as part of a whole class, in small groups, and with a partner— built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively</p>		<p>- 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. - 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. - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>- 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. - 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. - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Math	<ul style="list-style-type: none"> -Review Grade 5 skills -Number patterns and basic algebra -Statistics and graphs -Adding and subtracting decimals -Multiplying and dividing decimals 	<ul style="list-style-type: none"> -Fractions and decimals -Adding and subtracting fractions -Multiplying and dividing fractions -Ratio, proportion, and percent -Probability 	<ul style="list-style-type: none"> -Algebra basics: integers -Algebra basics: solving equations 	<ul style="list-style-type: none"> -Measurement -Geometry basics: angles and polygons -Geometry basics: measuring area and volume
Science	<ul style="list-style-type: none"> - Nature of Science and Investigation - Matter and Energy 	<ul style="list-style-type: none"> - Motion and Forces - Resources 	<ul style="list-style-type: none"> - Rocks and Minerals - Earth's Structure - Earth in the Solar System 	<ul style="list-style-type: none"> - The Solar System - Space Exploration - Organisms and their environments - STEM Project
ICT Technology	<ul style="list-style-type: none"> - Digital Media in our Lives - Scams and ID Theft - Cyberbullying - Creator's rights and responsibilities - Safety Online & Digital Footprint - Fake VS Real: Identifying High-Quality Sites Online 			
<p style="text-align: center;">French or Arabic</p> <p>At the Middle School level, students must choose either French or Arabic as an additional language to continue through High School.</p>	<p>Level I <u>Speaking:</u></p> <ol style="list-style-type: none"> a. Understand and use basic age appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends. b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...). c. Express needs, interests, likes and dislikes in brief conversations. d. Express feelings and emotions in simple phrases. e. Express basic agreement and disagreement <p><u>Writing:</u></p> <ol style="list-style-type: none"> a. Comprehend main events and identify main characters in illustrated children's stories or stories presented orally with visuals. <p>Level II <u>Speaking:</u></p> <ol style="list-style-type: none"> a. Follow and give multi-step directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. b. Ask and respond to questions for clarification, orally or in writing. c. Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing. d. Use the target language to acquire goods, services, or information orally and in writing. e. Discuss orally school and community issues and problems. f. Extend, accept, and refuse formal and informal invitations, using expressions and behaviors appropriate to varied situations. <p><u>Reading/Writing:</u></p> <ol style="list-style-type: none"> a. Understand written and oral announcements and messages connected to daily activities in the target cultures. b. Understand the main themes and significant details from audio/visual products of the cultures as presented on television, radio, and video or live presentations, Internet websites, etc. c. Understand the main themes and significant details from written products of the target cultures as found in literature, newspapers, magazines, Internet sites and applications, or other authentic sources used by speakers of the target language. 			
Exploratory		<p>Students may have an elective each quarter for 3 quarters. Electives change each year. Some examples are: School Garden, Photography, Keyboarding, Theater/Drama, English Support (by referral), Chess, Arabic</p> <p>* All students are required to take Digital Citizenship at least once each year of Middle School.</p>		

** Topics and times may change depending on student progress in each area of learning.