

6th Grade 2017/18 Curriculum Packet

Attendance/Tardiness: Make sure your child gets to school on time each day. Entering the room late is disruptive. (Think Ahead: High schools will check for excessive tardiness when reviewing the applications of potential students.)

Homework: We believe homework should be meaningful and directly linked to our curriculum. This is another way to foster independence and the home school connection. Homework is a way for students to practice skills and reinforce familiar concepts at home. It may also be a way to explore a new concept at home in preparation for an upcoming classroom study. Homework is not meant to be burdensome for families, or cause stress for the children. If your child is having difficulty with something please write a note to let me know what they are having trouble with. Homework will be assigned each night in a Student Planner and due the next day unless otherwise specified. Behavior

Work Ethic: Students are expected to work hard and take pride in their work. This includes: using class time wisely, getting to work immediately, staying focused on a task, completing assignments thoroughly, and showing pride in both their work process and products.

Research-Nancy Welch		
<i>How has collective learning shaped humanity?</i>		
September-December	January-April	March-June
The Big Bang to the Advent of Man <i>How did we get here?</i>	Agriculture and Civilization <i>Why do civilizations rise and fall?</i>	Expansion and Interconnection <i>What are the positive and negative impacts of interconnection?</i>
In this unit, students will examine the interconnectivity of human beings and the planet. Students will use a “big history” approach to understanding their place in the universe, and the continuum of life on earth. We will be looking at scales of time and space and view human history from new angles. Students will learn to consider their place in the universe as they formulate ideas of what the new future may hold. We will examine origin stories, periodization and life’s evolutionary story and early humans.	In this unit students will learn how agriculture transformed human history and accelerated the pace of change. As human societies accumulated greater resources, they got larger, more complex, more powerful, and more dynamic, which lead to the eventual rise of cities, states, empires and agrarian civilizations. Students will begin to realize that while farming definitely had its advantages, including the eventual formation of civilizations and an increase of collective learning, foraging was the way of life. Students will compare a number of early agrarian civilizations, and analyze why many of them collapsed.	This unit focuses on how and why agrarian civilizations grew and advanced. Students are introduced to four world zones and learn the differences among resources in each of these zones. They will investigate the implications of interconnected societies and regions, by looking at the spread of people, plants, animals, disease, goods, and ideas. They will examine how new networks of exchange accelerated collective learning and innovation.

Research Grading Policy	
Preparedness, Effort, Engagement and Participation	10%
Homework	10%
Collaborative Projects	10%
Assessments, Tests and Quizzes	35%
Class Assignments	35%

6th Grade Literature
Suna Pong

Big Idea: How do stories teach us about humanity?

September-December	January-April	March-June
<u>Novel Study:</u> <i>The Outsiders</i> by S.E. Hinton	<u>Novel Study:</u> <i>The Lightning Thief</i> by Rick Riordan	<u>Novel Study:</u> <i>Peak</i> by Roland Smith
S.E. Hinton's <i>The Outsiders</i> is a novel detailing universal adolescent experiences. Youth can relate to the indelible themes of the text, the unique and relatable characters, and the harrowing and often trying adventures of the Greasers in ways that create an authentic learning experience. During this unit, students will focus on the decision making process. They will read and view texts about characters who face big decisions and evaluate the impact of their choices. Students will learn and practice how to construct written short responses and will write a narrative essay about their own decision making experience through the writing process.	In this unit, students are involved in a deep study of mythology, its purposes, and elements. Students will read Rick Riordan's <i>The Lightning Thief</i> , a high interest novel about a sixth-grade boy on a hero's journey. Students will read with a focus on the archetypal journey and close reading of the many mythical allusions. Students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth.	As a result of this unit on short stories and <i>Peak</i> by Roland Smith, students will understand that through the effective use of reading strategies and the identification and analysis of literary devices and elements, fiction provides meaningful commentary on universal human experience. After reading, discussing, and understanding the elements and functions of fiction, students will utilize the writing process to synthesize an informative essay demonstrating their understandings.
Narrative Writing: Memoirs	Narrative Writing: Myths	Informative Writing & Argument Writing

GRADING POLICY

10%	Student readiness, note-taking, collaborative teamwork, and behavior
10%	Homework
10%	Daily Independent Reading (Reader's Response posted weekly on Google Classroom)
30%	Performance Assessments (Class assignments, quizzes, group work, discussions)
40%	Summative Assessments (Essays, Projects, Exams)

Course: **Math 6**

Instructor: **Trevor Buckley**

Year-Long Summary

Math 6 is about: 1) Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) Writing, interpreting, and using expressions and equations; and 4) Developing understanding of statistical thinking.

Unit 1: Ratios and Unit Rates

We want students to understand that all numbers have parts, values, uses, types, and we use operations and patterns to work with them.

Unit 2: Arithmetic Operations Including Division of Fractions

We want students to understand that all numbers have parts, values, uses, types, and we use operations and patterns to work with them.

Unit 3: Rational Numbers

We want students to understand that rational numbers are quite simply points on a number line and that they can be used to represent situations in daily life.

Unit 4: Expressions and Equations

We want students to understand how we use patterns and relationships of algebraic representations to generalize, communicate, and model situations in mathematics.

Unit 5: Area, Surface Area, and Volume

We want students to understand that geometry is all around us in 2D or 3D figures. That geometric figures have certain properties and can be transformed, compared, measure, constructed, three dimensional figures, nets, surface area.

Unit 6: Statistics

We want students to understand how to gather, organize, and display data to communicate. We also want students to understand how we analyze data to make inferences and predictions.

Grading Policy

Formative and Summative Assessments (Mid- and End-of-Unit Tests, Performance Tasks, and Projects)-70%

Classwork-20%

Homework-10%

**---6TH GRADE SCIENCE---
ELSA TIPPY**

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Unit Name	Unit C: Weathering and Erosion	Unit D: Plate Tectonics	Unit E: Weather and Atmosphere	Unit F: Earth in Space
Approx. Dates	mid September- mid November (9 weeks)	mid November - early February (8 weeks)	Early February - March (8 weeks)	April-June (6 weeks)
Essential Questions:	How do earth processes shape the land around you?	Are earth processes such as weathering, erosion and deposition the only factors that change earth's surface over time? How and why do volcanoes, earthquakes (happen) and mountains to form?	How would you describe the patterns of weather we experience? What are factors that contribute to and result from weather and atmosphere?	What are the causes of the day-night cycle, the year, and the seasons? How are the changes in phases of the moon related to the motions of the earth?
Focus/Key Concepts	Students investigate the destructive forces of wind, wave and water on landforms as they decide where to build homes. Stream tables and topographic maps are used, respectively, to study river action and deposition of sediments, and landform contours.	Students explore the structure of the earth—the core, mantle, and crust, and learn how the slow movements of large plates of the earth's surface help shape its features, including continents and oceans. They investigate earthquakes and volcanoes as they examine plans to deposit radioactive wastes in areas of relative seismic stability.	Students investigate local and extreme weather conditions, climate and rainfall patterns, wind, the water cycle, and examine the root cause of weather and climate, namely the distribution of solar energy over the earth. Wind and the atmosphere are studied in depth.	Students study the earth's rotation, the causes of the seasons, shadows, movement of the moon, actions and causes of the tides, and review several calendars developed over the years to mark the passage of time.
Focus	<p>Weigh relative advantages and disadvantages of the sites in order to make a decision on where to build in Boomtown? Consider the impact on wildlife and the natural environment, the cost and safety.</p> <p><u>Culminating Project(s):</u></p> <ul style="list-style-type: none"> • Building Site Essay • Building Site Presentation • Summative Exam 	<p>Consider risks and advantages of eight possible nuclear waste disposal sites. To make their decisions they examine maps of the United States that show populations, locations of the waste, earthquake and volcano risks, and locations of granite outcrops and aquifers.</p> <p><u>Culminating Project(s):</u></p> <ul style="list-style-type: none"> • Choice Project • Nuclear Waste Site Essay • Summative Exam 	<p>Analyze data summarizing weather, climate, water usage, and atmospheric conditions for the fictitious Sunbeam City. Make recommendations about ways to reduce humans' impact on local conditions.</p> <p><u>Culminating Project(s):</u></p> <ul style="list-style-type: none"> - Role Play/Readers Theatre - Essay - Summative Exam 	<p>Analyze data about a fictional planet and use the data to predict the day length, year length, extent of seasonal variation, and tides for the planet.</p> <ul style="list-style-type: none"> - Concept Map Presentation - Choice Project <p>Summative Exam</p>

SCIENCE GRADING POLICY

Summative Assessments: end of unit projects, exams, presentations, lab write ups, or posters.	35%
Quizzes: given biweekly on the topics that have been included in those two weeks	30%
Science Notebook: organized notebook setup, proper and complete notetaking, inclusion of diagrams and drawings, neat and legible	25%
Homework: end of activity questions, article responses, unfinished classwork	10%