

Getting Ready for Sixth Grade

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines and provide a quiet, well lit workplace. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing the answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Read children's literature aloud or set aside time for your child to read independently and discuss stories with you.
- Set up a quiet home reading time when everyone in the family reads.
- Discuss the characters, places and situations in stories, asking what parts of the book remind your child of personal experiences or of parts of other books.
- Encourage your child to record ideas, observations and stories in a writer's journal.
- Help your child seek information through reading. Some examples of activities are looking at maps to determine directions, following a recipe or using dictionaries and encyclopedias to find definitions and facts.
- Encourage your child to write and send letters to relatives and friends.
- Subscribe to a magazine that is appropriate for your child that appeals to his or her interests. Your child's teacher or a local librarian can make suggestions.
- Have your child participate in activities involving money, such as shopping, managing an allowance and rolling coins.
- Involve your child in estimating distance, money, quantity and time.
- Help your child find his or her way around the city using public transportation by using maps to figure the shortest route.
- Encourage your child to think through and explain his or her solutions to math problems.

WHAT DID YOU LEARN IN SCHOOL TODAY?

What EVERY student will know and be able to do in SUSD!

SIXTH GRADE

- ◆ ENGLISH LANGUAGE ARTS
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ TECHNOLOGY



Engage, educate and empower
every student, every day.

School Year 2016-17

A Message to the Reader

This brochure provides a summary of the standards and skills in English/Language Arts, Mathematics, Science and Social Studies that students should acquire by the end of sixth grade in the Scottsdale Unified School District. The brochure explains what students are expected to know and be able to do in order to be best prepared for seventh grade.

The performance outcomes listed in this brochure are taken from the Arizona Academic State Standards. These outcomes reflect the goals of the educational community to ensure a quality curriculum for all students in SUSD.

Note: The information in this brochure will be updated, annually, over the next three years to reflect SUSD's transition to the Common Core Standards and the Next Generation Science Education Standards.

English Language Arts

By the end of the school year, my student will be able to:

READING

- read on-level text with purpose, accuracy and fluency.
- **Literature Texts**
 - identify specific instances in the text to support a clear or inferential analysis of the text, explain how point of view is developed within the text.
 - identify theme/central idea, summarize without stating personal opinion, analyze plot development and how characters respond or change.
 - compare and contrast texts in different forms or genres in their approaches to similar themes.
- **Informational Texts**
 - cite textual evidence to support analysis and inferences of the text.
 - identify a central idea in a text as well as the supporting details; provide a summary of the text free from personal opinion.
 - explain how the author introduces, illustrates and elaborates on a key individual, event or idea; explain how the organization and structure of the text guides understanding.
 - synthesize information presented in different formats to develop a complete and logical understanding of a topic.
 - identify the argument in a text, and specify the line of reasoning and key points in the text; compare and contrast two authors' approaches to the same topic.

WRITING

- write an argument for the purpose of influencing the reader, establish and develop a controlling idea, support arguments with detailed evidence, include persuasive techniques, cite sources, provide a conclusion.
- write informative/explanatory texts, organize information and develop the topic with relevant facts, use appropriate transitions, and provide a concluding statement.
- write narratives that engage and orient by establishing context, introduce a narrator and/or characters, organize an event sequence that unfolds logically, use a variety of transitions and provide a conclusion.
- plan, revise, edit and rewrite using peer and adult feedback to develop and strengthen writing.
- conduct short research projects to answer a question using a variety of sources.

SPEAKING AND LISTENING

- Participate in collaborative conversations about a topic/text; come prepared having read/studied required material, pose and respond to specific questions, demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- interpret and explain how information from diverse media contributes to a topic under study.
- delineate a speaker's arguments and specify claims, explain how claims are supported by reasons and

English Language Arts (Continued)

evidence.

- present claims and findings logically using pertinent facts and details to accentuate main ideas or themes.
- prepare and deliver an organized speech that includes multimedia components/visual displays to clarify information, demonstrate command of formal English when appropriate.

LANGUAGE

- demonstrate command of English grammar and usage when writing or speaking (e.g., pronouns are in the proper case, use intensive pronouns, recognize and correct vague pronouns and inappropriate shifts in pronoun number and person).
- demonstrate command of the conventions through correct capitalization, punctuation, and spelling (use of commas/parentheses/ dashes to set off nonrestrictive/parenthetical elements).
- vary sentence patterns for meaning, maintain consistency in style and tone.
- spell grade-appropriate words correctly consulting references as needed.
- determine meaning of unknown and multiple-meaning words and phrases including figurative, connotative and technical meanings through the use of context, Greek or Latin affixes and roots, reference materials; analyze word choice for meaning and tone.

Mathematics

In Grade 6, instructional time will focus on teaching the Common Core State Standard domains: (1) operations and algebraic thinking; (2) number and operations in base ten; and (3) number and operations in fractions.

By the end of the school year, my student will be able to:

- use multiplication and division reasoning to solve problems involving rate and ratio problems about quantities.
- divide fractions and understand the relationship between multiplication and division and use that relationship to explain why the procedures for dividing fractions make sense.
- perform operations on all the full system of rational numbers, including negative rational numbers, focusing on negative integers.
- reason about the order and absolute value of rational numbers.
- plot points in all four quadrants of the coordinate plane.
- understand the use of variables in algebraic expressions.
- write expressions and equations to represent given situations.
- evaluate expressions and use them to solve problems.
- use the properties of operations to recognize expressions in different form and create equivalent expressions.
- understand that the solution to an equation is what values of the variables make the equation true.
- use properties of operations and the idea of maintaining the equality of both sides of an operation to solve simple one-step equations.
- construct tables of values, analyze them and create equations to describe the relationship if possible.
- understand and use the various measures of central tendency and recognize which measure best represents a given situation.
- use the measures of variability to compare data.
- find the area of triangles and quadrilaterals. Use the knowledge to find the area of polygons by composing or decomposing them into triangles and/or rectangles.
- find the volume of rectangular prisms.
- represent 3-dimensional figures using a net.

Sixth graders will use the following eight standards for mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science

By the end of the school year, my student will be able to:

- formulate predictions, questions or hypotheses based on observations. Locate appropriate resources.
- design and conduct controlled investigations.
- analyze and interpret data to explain correlations and results; formulate new questions.
- communicate results of investigations.
- identify individual, cultural and technological contributions to scientific knowledge.
- understand how science is a process for generating knowledge.
- describe the interactions between human populations, natural hazards and the environment.
- develop viable solutions to a need or problem.
- understand the relationships between structures and functions of organisms.
- understand that energy can be stored and transferred.
- describe the composition and interactions between the structure of the Earth and its atmosphere.
- understand the processes acting on the Earth and their interaction with the Earth systems.

Social Studies

By the end of the school year, my student will be able to:

American History

- describe the characteristics of hunting and gathering societies in the Americas.
- describe the cultures of the Mogollon, Ancestral Puebloans and Hohokam.
- describe the Adena, Hopewell and Mississippian mound-building cultures.
- describe the Mayan, Aztec and Inkan civilizations. identify the connection between current and historical events.

World History

- describe the characteristics of the humans in the Paleolithic and Neolithic Ages.
- describe how farming, domestication of animals, division of labor and geographic factors influenced the development of civilizations in Egypt, India, Mesopotamia and China.
- compare the forms of government in ancient civilizations— Mesopotamia, Egypt and China.
- describe how religions traditions shaped the cultures of Sumeria, India, Egypt, China and the Middle East.
- analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations.
- describe the development of democracy and republics/empires in ancient Greece and Rome.
- describe the scientific and cultural advancements in ancient civilizations.
- describe the transitions from the Roman to the Byzantine Empire.

- describe the aspects of Hinduism, Buddhism, Judaism, Christianity and Islam
- describe the development of medieval kingdoms.
- describe the catholic churches role during the Middle Ages
- describe the transition from feudalism to nationalism.
- describe how trade route established the exchange of goods and ideas.
- describe how the Renaissance was a time of renewal and advancement.
- describe the contributions of important individuals in ancient civilization, Renaissance and Reformation.
- describe how new ways of thinking in Europe during the Enlightenment fostered changes in society.

Civics/Government

- discuss the important ideas of the Enlightenment Period that fostered the creation of the United States Government.
- describe the impact of Hammurabi on the lives of ancient people as it relates to current laws.
- describe the impact of the Greek democracy as it relates to current forms of government.
- describe the impact of the Roman republic as it relates to current forms of government.
- describe rights, responsibilities and roles of citizenship.
- describe the structures of the following governments: theocracy, dictatorship, republic, monarch, democracy and anarchy.

Geography

- construct, identify the purpose and interpret maps, charts, graphs etc. for geographic purposes.
- describe interactions of people in different places and regions.
- identify factors that cause regions and places to change.
- explain why places and regions serve as cultural symbols.
- identify cultural norms that influence social political and economic activities.
- explain ways geographic features and conditions influenced settlement in various areas.

Economics

- identify how limited resources and unlimited human wants cause people to choose some things and give up others.
- determine how scarcity, opportunity costs and trade-offs influence decision-making.
- explain how specialization improves standards of living.
- compare how money, as apposed to barter, facilitates trade.
- explain how trade promoted economic growth throughout the world.
- compare the cost and benefits of using credit
- explain how interest is the price paid to borrow money.