

CURRICULUM GUIDE

Sixth Grade

SIXTH GRADE

LANGUAGE ARTS AND READING

Students will apply word analysis and vocabulary skills to comprehend selections. (State Goal 1A).

Students will be able to:

- apply word analysis strategies to decode unknown words.
- use prefixes, suffixes, and roots to understand word meaning.
- clarify and comprehend unfamiliar vocabulary through the use of context clues, resource glossaries, and dictionaries.
- acquire and use new words when reading, speaking, and writing across the curriculum.

Activities that address this goal could include the Word Skill series, ISAT Coach workbook, and novel studies.

Students will apply reading strategies to improve understanding and fluency. (State Goal 1B).

Students will be able to:

- preview text by skimming and scanning.
- identify a variety of nonfiction text structures.
- make predictions.
- select reading strategies according to the purpose, structure, and genre of text.
- use self-monitoring strategies to check meaning and clarify for understanding.
- connect important ideas and link text to previous knowledge and experiences.
- identify and explain the main idea.
- relate cause and effect.
- distinguish fact from opinion.
- summarize the content.
- make inferences, draw conclusions, and use specific examples from text to support thoughts.
- read aloud with fluency and expression.

Activities that address this goal could include novel studies, use of the Basal reader, and the Literature textbook.



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Students will comprehend a broad range of fiction and nonfiction reading materials. (State Goal 1C).

Student will be able to:

- respond to literal and open ended questions.
- differentiate among and identify the characteristics of a variety of genres, including mythology, legends, and realistic fiction.
- use specific information to form questions, verify predictions, and support thinking.
- interpret supplemental information to enhance understanding of text (such as charts, pictures, captions, and other visual clues).

Activities that address this goal could include novel studies, use of the Basal reader, the Literature textbook, and self-selected readings.



Students will understand how literary elements and techniques are used to convey meaning. (State Goal 2A).

Students will be able to:

- identify, compare, and contrast story elements.
- show relationships between and among events, characters, and texts.
- identify the use and effect of figurative language and imagery.

Activities that address this goal could include novel studies, use of the Basal reader, and the Literature textbook.

Students will read and interpret a wide variety of literary works. (State Goal 2B).

Students will be able to:

- connect events and situations in both fiction and nonfiction to personal experience, the world, and other texts.
- explain and relate to the ways in which characters deal with conflict, solve problems, and reach their goals.
- analyze, compare, and contrast themes, conflicts, and points of view.

Activities that address this goal could include novel studies and the Literature textbook.

Students will use correct grammar, spelling, punctuation, capitalization, and structure. (State

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Goal 3A,3C).

Students will be able to:

- express thoughts using both simple, compound, and complex sentence structure.
- identify and correctly use various types and forms of the eight parts of speech.
- punctuate and capitalize sentences correctly.
- use and respond to appropriate editing marks..

Activities that address this goal could include use of the English textbook and workbook, and student-generated compositions.



Students will understand political systems. (State Goal 14).

Students will be able to:

- explain what government does at local, state and national levels.
- describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation.
- explain ways that individuals and groups influence and shape public policy.
- determine and explain the leadership role of the United States in international settings.
- analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution and the Bill of Rights.



Activities are pulled from the studies of: basic political systems, ancient Greek politics, ancient Roman politics, Russian monarchy, and Soviet communism, German reunification, and eastern European political conflict.

Students will understand economic systems. (State Goal 15).

Students will be able to:

- explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.
- describe unemployment.
- describe the causes of unemployment.
- identify factors that affect how consumers make their choices.
- identify and explain examples of competition in the economy.
- explain the effects of choice and competition on individuals and the economy as a whole.
- identify and explain the effects of various incentive to produce a good or service.
- describe how entrepreneurs take risks in order to produce goods or services.
- explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.
- explain how comparative advantage forms the basis for specialization and trade among nations.
- explain how workers can affect their productivity through training and by using tools, machinery, and technology.
- explain how and why public goods and services are provided.

Activities are pulled from the studies of: basic economic systems, ancient Greek economy, ancient Roman economy, European feudalism, the Industrial Revolution, eastern European economic rebuilding, and the Russian economy.

Students will understand events, trends, individuals and movements

shaping the history of the world. (State Goal 16).

Students will be able to:

- describe how historians use models for organizing historical interpretation.
- make inferences about historical events and eras using historical maps and other historical sources.
- identify the differences between historical fact and interpretation.
- compare the political characteristics of Greek and Roman civilizations.
- identify causes and effects of the decline of the Roman empire and other major world political events.
- identify causes and effects of feudalism and the emergence of nation states between 500 CE and 1500 CE.
- describe major economic trends from 1000 CE to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization, and technological and scientific progress.
- describe the impact of technology.
- identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.
- describe the impact of urbanization.



Activities are pulled from the historical studies of: ancient Greece, ancient Rome, the Byzantine Empire, Muslim civilization, European feudalism, the Renaissance, the Industrial Revolution and Martin Luther and the Reformation.

Students will understand world geography and the effects of geography on society. (State Goal 17).

Students will be able to:

- explain how people use geographic markers and boundaries to analyze and navigate the Earth.
- explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.
- explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the environment influence availability and quality of natural resources.
- explain how human activity is affected by geographic factors.
- explain how patterns of resources are used throughout the world.
- analyze how human processes influence settlement patterns including migration and population growth.
- explain how and why spatial patterns of settlement change over time.
- explain how interactions of geographic factors have shaped present conditions.

Activities are pulled from the studies of: the five themes of geography, the tools of geography, physical features and processes, geographic factors, natural resources, climate and vegetation, population patterns and influences of human migration.

Students will understand social systems. (State Goal 18).

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Students will be able to:

- explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.
- analyze how individuals and groups interact with and within institutions.
- Explain how social institutions contribute to the development and transmission of culture.

Activities are pulled from the studies of: ancient Greek culture, ancient Roman culture, culture of the Europeans in the Middle Ages and Renaissance, and modern European culture.

