

Curriculum Guide **Grade _6_**

Overview of Curriculum

Language Arts The 6th grade language arts curriculum focuses upon the language arts skills: reading, writing, speaking, listening, and viewing. All activities are designed to teach, explore, and apply knowledge in all five areas.

Mathematics **Math 6** - The purpose this course is to provide a comprehensive, well-balanced, well planned, scope and sequence of mathematical topics. Students will encounter, practice, communicate, and apply these mathematical topics to promote understanding, mastery, and confidence. These experiences will help students make the connection between real life and mathematics.
Pre-algebra – This course provides a foundation for higher level mathematics.
Adv. Math- This course incorporates problem solving with mathematical skills and additional material such as proportions, percents, probability, geometry, and data analysis.

Science The purpose of this course is to provide opportunities to study the basic concepts of life science and their application to everyday life. Students will grasp that science is a process rather than an accumulation of facts. Included in its content is the nature of science processes and how living things interact with their environment. Concepts will be reinforced through participation in lab experiences with the integration of all sciences. Main topics to be covered each year include: scientific method, cells and their functions, heredity, animal kingdom, body systems, and ecology. Students should have the opportunity to achieve all Science Benchmarks for grades 6 – 8 by the end of the third year.

Social Studies World Cultures is the study of civilizations including economic, social and political structures. It focuses on the development of these factors over time and how some factors overlap as cultures continue to develop and change.

Field Trips/Special Events

Special Events – Science Fair, Manatee presentation, History Fair, Writer’s conference, Tropicana Speech contest, band , chorus competitions, MathCounts

Field Trips – Apalachicola Estuarine Reserve, Swim with the Manatees, Challenger Center, Panacea Gulf Specimen Reserve, Seacrest Wolf Preserve, NOAA fisheries lab, Rocket lanes, Shipwreck

Grade Level Assessments FCAT, FORF, GATES, DAR

Grade Level Policies and Procedures

6th grade

Information & Policies

Expectations:

- come to class on time and prepared with supplies and homework assignments.
- Respect classmates, teachers, staff, and parents.
- Polite manners, cooperative skills, and positive attitude required.
- Follow rules and teacher instructions the first time.
- Use active listening skills.
- Think before you act or speak
- Take responsibility for your own learning. This includes writing down assignments ,getting any makeup work completed, and giving all assignments 100% effort.
- Complete assignments and turn them in by deadlines.
- Ask for help when you need it.
- Exhibit appropriate behavior during labs.

Grading Policy:

Grades will be based upon participation, tests, projects, daily work, and labs. All grades can be monitored using Edline. Codes will be given out during the first parent conference. If grade discrepancies occur, it is the student's responsibility to provide the graded work to the teacher before the grade will be changed.

Late work policy: Homework not turned in by deadline will receive a 0. All other major assignments will receive a 30% deduction for 1 day late and 50% deduction for 2 days late. On the third day the student will receive a 0.

- Locks/locker rental - \$5.00
- Planners - \$5.00
- Science lab fees - \$5.00

Please send science lab \$ to SCIENCE TEACHER ! Locker and planners will be paid to homeroom teacher.

Lunch prices are \$2.25 for Middle School students. All students are encouraged to pre-pay lunches. Please make lunch checks separate and out to Bay Haven. Students need to pre-pay in lunchroom to lunchroom staff. See handbook for online payments.

Student Responsibilities

Daily:

When class begins your planner and day's assignment should be on your desk ready to begin. All materials, book, notebook, homework, planner, and pencils should be brought to class each day. Make sure your name, date, and assignment are at the top of each paper that you turn in.

Assignment Board:

All assignments will be written on the board. It is each student's job to write those assignments down in their planners. Assignments will also be updated on the web site. Grades will be posted every 2-3 weeks to edline.

Late work:

See late work policy above. All deadlines need to be met.

Absences:

If you are absent, it is YOUR responsibility to get the missed assignment and due date, complete the work, and turn it back in to the teacher.

Planners:

Planners must be brought to class daily. Your planner will need to be filled out and then signed (no initials please) by a parent every school night. (Yes, Friday's too). Teachers will look for these signatures. Notes will be put in planners regarding missed work, unprepared for class, behavior issues, tardies, test grades, as well as "good job!" Please do not sign ahead as this defeats the purpose of communication.

** Homework is practice for your brain. Very often the difference between students that are "getting it" & "not getting it" lies in their commitment to practice - in other words, how well they do their homework. It's the old saying, "use it, or lose it."

⇒ To assist the students in staying organized we will do the following:

1. List nightly assignments on front board
2. Remind students verbally of assignments
3. Announce tests and major projects well in advance
4. As much as possible, outline the week's activities and assignments on websites

- ⇒ Students should keep their binders organized. Clean out papers or clip them in. Write down assignments in planners and let parents know what's going on in class.

- ⇒ Parents should monitor student progress, check and sign planners, occasionally check binders, go over tests(if needed), and remind students of upcoming deadlines. Remember we must teach and model responsibility for our children, including accepting consequences.

Grade 6

Content Area Science

Incoming Expectations:

Read on grade level

Design and conduct experiment, using the scientific method, with teacher guidance.

Follow a procedure and make a simple conclusion based on observations.

Basic math skills for use in data collection and evaluation.

Write using complete sentences.

Master 5th grade SSS

Outgoing Expectations:

Read and write on grade level.

Use the scientific method to solve a problem, be able to identify the independent variable.

Practice laboratory safety rules.

Write a simple procedure.

Provide relevant data to support hypothesis and conclusion.

Interpret a chart or graph, use a data table.

Know and apply the metric system.

Use appropriate units and instruments for measurement.

Identify, choose, and practice using the appropriate scientific apparatus to gather and process data.

Knowledge and mastery of the following content areas:

- a. Scientific Method**
- b. Cells and cell processes**
- c. Heredity**
- d. Classification**
- e. Protists**
- f. Invertebrates**
- g. Vertebrates**
- h. Body Systems**

Curriculum Map 6th grade Science

| Title/Unit Genre Theme | Activities Skills Concepts | Resources | Assessments | SSS GLE |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Scientific method (Chapter1)</p> <p>1st nine weeks</p> | <p>Students will use the scientific method to solve a problem.</p> <p>Students will learn how to use inferring, predicting and observing when looking for solutions to scientific questions.</p> <p>Understand how technology is used to help scientists gain knowledge.</p> <p>Activities: Keeping Flowers Fresh, AIMS labs, Pendulum lab, Science Fair</p> <p>**Skills used throughout the year include observing, inferring, analyzing, interpreting data, comprehending written material, communicating results, measuring, constructing models, explaining life science processes, note-taking, using technology, and problem-solving</p> | <p>Prentice Hall Florida Life Science text</p> <p>Lab Zone</p> <p>Discovery School Video</p> <p>Unitedstreaming video clips</p> <p>Internet resources</p> <p>SCI links</p> <p>Active Art</p> <p>Prentice Hall presentation CD</p> <p>Skills handbook</p> <p>Science Fair Packets</p> | <p>(Formative) Homework Class work Quizzes</p> <p>(Summative) Chapter Tests Lab experiences Projects</p> | <p>SC.D.2.3.2 SC.H.1.3.2 SC.H.1.3.3 SC.H.1.3.4 SC.H.1.3.5 SC.H.1.3.6 SC.H.1.3.7 SC.H.3.3.1 SC.H.3.3.2 SC.H.3.3.4 SC.H.3.3.6</p> |
| <p>Measurement</p> <p>1st nine weeks</p> | <p>Students will learn metric prefixes and their respective values.</p> <p>Students will learn the appropriate units for quantitative measurements.</p> <p>Students will be introduced to converting units within the metric system.</p> <p>Activities: Making</p> | <p>AIMS labs</p> <p>Measuring cups</p> | <p>(Formative) Homework Class work Quizzes</p> <p>(Summative) Chapter Tests Lab experiences Projects</p> | <p>SC.H.1.3.4</p> |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Measurements Measurement Lab Density lab | | | |
| <p>Cells and Heredity (Ch. 2,3,4,5) 1st nine weeks</p> | <p>List the characteristics that all living things share.</p> <p>Students will learn the functions for the organelles of the cell.</p> <p>Learn the cell processes and how energy is produced in living cells.</p> <p>Students will be able to identify the role of genetics in determining inherited traits.</p> <p>Activities: Using a Microscope Construct models of plant and animal cells All In The Family Project Isolation of DNA from a banana Blood typing lab Fingerprinting lab</p> | <p>Internet source for recipe for isolation of DNA from fruit.</p> <p>Chapter project for Chapter 4 "Genetics: The Science of Heredity"</p> <p>/</p> <p>Microscopes/slides</p> <p>Sketches of cells</p> | <p>(Formative) Homework Class work Quizzes observations</p> <p>(Summative) Chapter Tests Lab experiences Projects</p> | <p>SC.D.1.3.5 SC.F.1.3.2 SC.F.1.3.4 SC.F.1.3.5 SC.F.1.3.6 SC.F.1.3.7 SC.G.1.3.3 SC.H.1.3.1 SC.H.1.3.4 SC.H.1.3.6 SC.H.3.3.1 SC.H.3.3.4 SC.H.3.3.5 SC.H.3.3.6</p> |
| <p>Diversity of Living Things</p> <p>Classification Protists Invertebrates Vertebrates (Ch. 7,9,10,11,12) 2nd and 3rd nine weeks</p> | <p>Students will learn how scientists classify organisms.</p> <p>List the characteristics of viruses and state why viruses are nonliving.</p> <p>Learn the components of the structure of a virus</p> <p>Name and describe structures, sizes and shapes of a bacterial cell</p> <p>Describe the characteristics of animal like, plant-like and fungus-like protists</p> <p>Describe the levels of</p> | <p>Lab Aide: Classification</p> <p>Dissection tools and critters</p> <p>Dissection packets</p> | <p>(Formative) Homework Class work Quizzes Demonstrations sketches</p> <p>(Summative) Chapter Tests Lab experiences Projects</p> | <p>SC.F.1.3.5 SC.D.1.3.3 SC.D.1.3.4 SC.D.2.3.2 SC.F.1.3.1 SC.F.2.3.1 SC.F.2.3.3 SC.G.1.3.3 SC.G.2.3.2 SC.G.2.3.4 SC.H.1.3.4 SC.H.1.3.5 SC.H.3.3.2</p> |

| | | | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | <p>organization in animal bodies.</p> <p>Infer general characteristics of an animal based on its symmetry.</p> <p>Identify animals by knowing their phylum characteristics.</p> <p>Activities: Classification Lab Dissection of earthworm, clam, starfish, crayfish and frog. Visited Apalachicola Estuary Swimming with the Manatee at Crystal River, Fl Guest speaker-marine biologist Foldables</p> | | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Human Biology (Body Systems) (14,15,16,17,19,20) 4th nine weeks</p> | <p>Students will learn the organization of the systems of the human body.</p> <p>The functions of a body system</p> <p>How the body maintain a homeostasis</p> <p>Activities Students will participate and model activities of various organ systems.</p> <p>A Travel Pamphlet or photostory of the Human Body System will be constructed.</p> | <p>Creating diagrams of body systems.</p> <p>Body models</p> <p>Microsoft photostory or travel pamphlet instructions.</p> | <p>(Formative) Homework Class work Quizzes</p> <p>(Summative) Chapter Tests Lab experiences Projects</p> | <p>SC.F.1.3.1 SC.F.1.3.2 SC.F.1.3.3 SC.F.1.3.4 SC.F.1.3.5 SC.F.1.3.6 SC.F.1.3.7 SC.H.3.3.1 SCH.3.3.4 SCH.3.3.6</p> |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Sunshine State Standards:

SC.D.1.3.4 The student knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility ,encouraging plant growth, and strengthening resistance to erosion).

SC.F.1.3.1 The student understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation.

SC.F.1.3.2 The student knows that the structural basis of most organisms is the cell and most organisms are single cells, while some, including humans, are multicellular.

SC.F.1.3.3 The student knows that in multicellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues.

SC.F.1.3.4 The student knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms.

SC.F.1.3.5 The student explains how the life functions of organisms are related to what occurs within the cell.

SC.F.1.3.6 The student knows that the cells with similar functions have similar structures, whereas those with different structures have different functions.

SC.F.1.3.7 The student knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction.

SC.F.2.3.1 The student knows the patterns and advantages of sexual and asexual reproduction in plants and animals.

SC.F.2.3.2 The student knows that the variation in each species is due to the exchange and interaction of genetic information as it is passed from parent to offspring.

SC.F.2.3.3 The student knows that generally organisms in a population live long enough to reproduce because they have survival characteristics.

SC.F.2.3.4 The student knows that the fossil record provides evidence that changes in the kinds of plants and animals in the environment have been occurring over time.

SC.G.1.3.1 The student knows that viruses depend on other living things.

SC.G.1.3.2 The student knows that biological adaptations include changes in structures, behaviors, or physiology that enhance reproductive success in a particular environment.

SC.G.1.3.3 The student understands that the classification of living things is based on a given set of criteria and is a tool for understanding biodiversity and interrelationships.

SC.G.1.3.4 The student knows that the interactions of organisms with each other and with the non-living parts of their environments result in the flow of energy and the cycling of matter throughout the system.

SC.H.1.3.1 The student knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.

SC.H.1.3.2 The student knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects.

SC.H.1.3.3 The student knows that science disciplines differ from one another in topic, techniques, and outcomes but that they share a common purpose, philosophy, and enterprise.

SC.H.1.3.4 The student knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society.

SC.H.1.3.5 The student knows that a change in one or more variables may alter the outcome of an investigation.

SC.H.1.3.6 The student recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations.

SC.H.1.3.7 The student knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study.
community.

SC.H.3.3.2.6.1 The student knows that appropriate care, safe practices, and ethical treatment are necessary when animals are involved in scientific research.

SC.H.3.3.3 The student knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate.

SC.H.3.3.4 The student knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical, and aesthetic values.

SC.H.3.3.5 The student understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times and are an intrinsic part of the development of human culture.

SC.H.3.3.6 The student knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone.

SC.H.3.3.7 The student knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.

Possible addendums for content areas:

Advanced Science classes will follow same curriculum topics. However, different labs, activities, and projects can be assigned. Also the following strategies will be implemented to differentiate this class:

- **Acceleration or curriculum compacting**
 - a. fewer tasks assigned to master standards
 - b. Standards-based skills assessed prior to teaching
 - c. Standards clustered by higher order- thinking skills
- **Complexity**
 - a. using multiple higher-level skills
 - b. adding more variables to study
 - c. multiple resources
 - d. differentiated rubrics
- **Depth**
 - a. studying a concept in multiple applications
 - b. conducting original research or expanding on text curriculum
 - c. developing a product
- **Challenge**
 - a. make reasoning explicit
 - b. higher level vocabulary and communication
 - c. applications across the curriculum
 - d. more sophisticated content stimuli (technology)
- **Creativity**
 - a. provide alternatives for tasks, products, and assessments
 - b. emphasized oral and written communication to a real world audience

c. teacher as a facilitator

Grade 6th

Content Area Mathematics/Course 1

Incoming Expectations:

Mastery of long division

Mastery of 3 digit by 3 digit multiplication

Basic understanding of fractions

- Place on a number line
- Improper to mixed and mixed to improper
- Common denominator
- Equivalent fractions

Mastery of addition and subtraction with decimals

Basic understanding of geometry and measurement

- Measurement to $\frac{1}{4}$ inch and mm
- Shapes
- Types of angles

Outgoing Expectations:

Mastery of multiplication and division with decimals

Mastery of fractions add/subtract/multiply/divide

Mastery of order of operations

Mastery of fractions/decimals/percents

Mastery of addition/subtraction of integers

Basic understanding of geometry and measurement

- Measurement to 1/16
- Measurement of angles
- Bisect angles

Curriculum Map Math (timelines are tentative and subject to change)

| Title/Unit Genre Theme | Activities Skills Concepts | Resources | Assessments | SSS GLE |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>Number Patterns</p> <p>Ch.1,3,4</p> <p>Aug/Sept</p> | <p>Divisibility/Prime Factors/ Powers/Exponents/Rounding/ Order of Operation/Basic Algebraic Expressions/ Basic Operations w/Decimals</p> | <p>Glencoe text /CD</p> <p>Brainchild (if available)</p> <p>MathBlaster and other software</p> <p>Glencoe and Tom Synder interactive videos (where appropriate)</p> <p>United streaming clips</p> <p>Manipulatives (as appropriate for concept)</p> <p>Smartboard</p> <p>Small whiteboards</p> <p>Teacher made worksheets and practice</p> | <p>Daily work/quizzes</p> <p>Board work</p> <p>Chapter tests</p> <p>Homework</p> <p>Teacher observations</p> <p>Products like foldables, spreadsheets, etc.</p> | <p>MA.A.1.3.1 MA.A.1.3.2 MA.A.1.3.3 MA.A.1.3.4 MA.A.2.3.1 MA.D.2.3.1 MA.A.5.3.1 MA.D.1.3.1</p> |
| <p>Fractions</p> <p>Ch. 5,6,7</p> <p>Oct - Dec</p> | <p>Add/Subtract/Multiply/ Divide Fraction/LCM/ GCF/Compare & Order/Mixed Numbers</p> | <p>Glencoe text /CD</p> <p>Brainchild (if available)</p> <p>MathBlaster and other software</p> <p>Glencoe and Tom Synder interactive videos (where appropriate)</p> <p>United streaming clips</p> <p>Manipulatives (as</p> | <p>Daily work/quizzes</p> <p>Board work</p> <p>Chapter tests</p> <p>Homework</p> <p>Teacher observations</p> <p>Products like foldables, spreadsheets, etc</p> | <p>MA.A.1.3.3 MA.A.1.3.4 MA.A.2.3.2 MA.A.3.3.1 MA.A.3.3.2 MA.A.3.3.3</p> |

| | | | | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>appropriate for concept)</p> <p>Smartboard</p> <p>Small whiteboards</p> <p>Teacher made worksheets and practice</p> | | |
| <p>Statistics</p> <p>Ch. 2</p> <p>Dec/ Jan</p> | <p>Central Tendencies/Graphs/ Analyzing Data/ Ordered Pairs</p> | <p>Glencoe text /CD</p> <p>Brainchild (if available)</p> <p>MathBlaster and other software</p> <p>Glencoe and Tom Synder interactive videos (where appropriate)</p> <p>United streaming clips</p> <p>Manipulatives (as appropriate for concept)</p> <p>Smartboard</p> <p>Small whiteboards</p> <p>Teacher made worksheets and practice</p> | <p>Daily work/quizzes</p> <p>Board work</p> <p>Chapter tests</p> <p>Homework</p> <p>Teacher observations</p> <p>Products like foldables, spreadsheets, etc</p> | <p>MA.E.1.3.1</p> <p>MA.E.1.3.2</p> <p>MA.E.1.3.3</p> <p>MA.E.2.3.1</p> <p>MA.E.2.3.2</p> <p>MA.E.3.3.1</p> <p>MA.E.3.3.2</p> <p>MA.D.1.3.2</p> |

| | | | | |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p>Fractions, Decimals, & Percents</p> <p>Ch. 5,10</p> <p>Jan/Feb</p> | <p>Fractions to Decimals to Percents/Percent of a Number/</p> | <p>Glencoe text /CD</p> <p>Brainchild (if available)</p> <p>MathBlaster and other software</p> <p>Glencoe and Tom Synder interactive videos (where appropriate)</p> | <p>Daily work/quizzes</p> <p>Board work</p> <p>Chapter tests</p> <p>Homework</p> <p>Teacher observations</p> <p>Products like foldables, spreadsheets, etc</p> | <p>MA.A.1.3.3</p> <p>MA.A.1.3.4</p> <p>MA.A.2.3.2</p> <p>MA.A.3.3.1</p> <p>MA.A.3.3.2</p> <p>MA.A.3.3.3</p> |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

| | | | | |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>United streaming clips</p> <p>Manipulatives (as appropriate for concept)</p> <p>Smartboard</p> <p>Small whiteboards</p> <p>Teacher made worksheets and practice</p> | | |
| <p>Proportion</p> <p>Ch.10</p> <p>February</p> | Solving Proportions/Scale Drawings/Ratios/Rates | <p>Glencoe text /CD</p> <p>Brainchild (if available)</p> <p>MathBlaster and other software</p> <p>Glencoe and Tom Synder interactive videos (where appropriate)</p> <p>United streaming clips</p> <p>Manipulatives (as appropriate for concept)</p> <p>Smartboard</p> <p>Small whiteboards</p> <p>Teacher made worksheets and practice</p> | <p>Daily work/quizzes</p> <p>Board work</p> <p>Chapter tests</p> <p>Homework</p> <p>Teacher observations</p> <p>Products like foldables, spreadsheets, etc</p> | <p>MA.E.2.3.1</p> <p>MA.D.2.3.2</p> <p>MA.B.1.3.4</p> <p>MA.A.1.3.2</p> <p>MA.A.3.3.2</p> <p>MA.A.4.3.1</p> |
| <p>Geometry</p> <p>Ch. 12,13,14</p> <p>Mar/Apr</p> | Area/Perimeter/Volume of Polygons/Transformations/ Measurement/Angles/Length/ Symmetry/Circumference | <p>Protractors, rulers, solid shapes, measuring cups</p> | <p>Daily work/quizzes</p> <p>Board work</p> <p>Chapter tests</p> <p>Homework</p> <p>Teacher observations</p> <p>Products like</p> | <p>MA.B.1.3.1</p> <p>MA.B.1.3.2</p> <p>MA.B.1.3.3</p> <p>MA.B.2.3.1</p> <p>MA.B.2.3.2</p> <p>MA.B.3.3.1</p> <p>MA.B.4.3.1</p> <p>MA.B.4.3.2</p> <p>MA.C.1.3.1</p> <p>MA.C.2.3.1</p> <p>MA.C.2.3.2</p> <p>MA.C.3.3.1</p> |

| | | | | |
|----------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| | | | foldables, spreadsheets, etc | MA.C.3.3.2 |
| Probability Ch. 11 April | Predicting Outcomes/Probability of Independent Events | Die/spinners | Daily work/quizzes Board work Chapter tests Homework Teacher observations Products like foldables, spreadsheets, etc | MA.E.2.3.1 MA.E.2.3.2 MA.E.3.3.1 MA.E.3.3.2 |
| Integers Ch. 8, 9 May | Add/Subtract/Multiply/Divide Solving Equations/Algebraic Properties | Interactive counters on smartboard Poker chips | Daily work/quizzes Board work Chapter tests Homework Teacher observations Products like foldables, spreadsheets, etc | MA.D.2.3.2 MA.A.1.3.3 MA.A.3.3.1 MA.A.3.3.2 |

Sunshine State Standards:

MA.A.1.3.1 The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.

MA.A.1.3.1.6.1 The student knows word names and standard numerals for whole numbers, fractions, decimals (through hundred-thousandths), and percents.

MA.A.1.3.1.6.2 The student reads and writes whole numbers and decimals in expanded form.

MA.A.1.3.2 The student understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.

MA.A.1.3.2.6.1 The student compares and orders fractions and decimals using graphic models, number lines, and symbols.

MA.A.1.3.2.6.2 The student compares and orders fractions, decimals, and common percents.

MA.A.1.3.3 The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.

MA.A.1.3.3.6.1 The student knows examples of positive rational numbers in real-world situations.

MA.A.1.3.3.6.2 The student describes the meanings of positive rational numbers using part/whole relationships and relative size comparisons in real-world situations.

MA.A.1.3.3.6.3 The student constructs models to represent positive rational numbers.

MA.A.1.3.4 The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

MA.A.1.3.4.6.1 The student knows the relationships among fractions, decimals, and percents.

MA.A.1.3.4.6.2 The student expresses a given quantity in a variety of ways, such as fractions, decimals, or numbers expressed as percents.

MA.A.1.3.4.6.3 The student knows whether numbers expressed in different forms are equal.

MA.A.1.3.4.6.4 The student converts a number expressed in one form to its equivalent in another form.

MA.A.2.3.1 The student understands and uses exponential and scientific notation.

MA.A.2.3.1.6.0 Content addressed at seventh and eighth grades.

MA.A.2.3.1.6.1 The student knows the meaning and use of exponential notation (for example $2^3=2 \times 2 \times 2=8$).

MA.A.2.3.1.6.2 The student expresses whole numbers in exponential notation or in factored form.

MA.A.2.3.1.6.3 The student evaluates numerical expressions that contain exponential notation.

MA.A.2.3.2 The student understands the structure of number systems other than the decimal number system.

MA.A.2.3.2.6.1 The student compares the decimal number system to systems that do not use place value (for example, Roman numeral, ancient Egyptian).

MA.A.3.3.1 The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

MA.A.3.3.1.6.1 The student knows the effects of the four basic operations on whole numbers, fractions, mixed numbers, and decimals.

MA.A.3.3.1.6.2 The student uses models or pictures to show the effects of addition, subtraction, multiplication, and division, on whole numbers, decimals, fractions, and mixed numbers.

MA.A.3.3.1.6.3 The student knows and applies the commutative, associative, and distributive properties in the addition and multiplication of rational numbers.

MA.A.3.3.1.6.4 The student uses concrete models and real-world examples to explore the inverse relationship of positive and negative numbers.

MA.A.3.3.2 The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.

MA.A.3.3.2.6.1 The student knows the appropriate operations to solve real-world problems involving whole numbers, decimals, and fractions.

MA.A.3.3.2.6.2 The student solves real-world problems involving whole numbers, fractions, decimals, and common percents using one or two-step problems.

MA.A.3.3.2.6.3 The student applies order of operations when solving problems (parentheses, multiplication, division, addition, and subtraction).

MA.A.3.3.2.6.4 The student knows proportional relationships and describes such relationships in words, tables, or graphs.

MA.A.3.3.3 The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

MA.A.3.3.3.6.1 The student solves one- or two-step real-world problems involving whole numbers and decimals using appropriate methods of computation (for example, mental computation, paper and pencil, and calculator).

MA.A.3.3.3.6.2 The student justifies the choice of method for calculations, such as mental computation, concrete materials, algorithms, or calculators.

MA.A.4.3.1 The student uses estimation strategies to predict results and to check the reasonableness of results.

MA.A.4.3.1.6.1 The student knows an appropriate estimation technique for a given situation using whole numbers (for example, clustering, compatible number, front-end).

MA.A.4.3.1.6.2 The student estimates to predict results and to check reasonableness of results.

MA.A.4.3.1.6.3 The student determines whether an exact answer is needed or an estimate would be sufficient.

MA.A.5.3.1 The student uses concepts about numbers, including primes, factors, and multiples, to build number sequences.

MA.A.5.3.1.6.1 The student knows if numbers (less than or equal to 100) are prime or composite.

MA.A.5.3.1.6.2 The student finds the greatest common factor and least common multiple of two or more numbers.

MA.A.5.3.1.6.3 The student determines the prime factorization of a number less than or equal to 100.

MA.A.5.3.1.6.4 The student uses divisibility rules.

MA.B.1.3.1 The student uses concrete and graphic models to derive formulas for finding

perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.

MA.B.1.3.1.6.1 The student uses concrete and graphic models to create formulas for finding the perimeter and area of plane figures and the volume of rectangular solids.

MA.B.1.3.1.6.2 The student uses concrete and graphic models to discover an approximation for π (and creates a formula for finding circumference).

MA.B.1.3.2 The student uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.

MA.B.1.3.2.6.1 The student identifies a protractor as a tool for measuring angles and measures angles using a protractor.

MA.B.1.3.2.6.2 The student identifies and names angles according to their measure (including acute, right, obtuse, straight).

MA.B.1.3.2.6.3 The student classifies triangles according to the measurement of their angles and according to the length of their sides.

MA.B.1.3.2.6.4 The student determines the measure of a missing angle using angle relationships.

MA.B.1.3.3 The student understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.

MA.B.1.3.3.6.1 The student given a two-dimensional figure, creates a new figure by increasing or decreasing the original dimensions.

MA.B.1.3.3.6.2 The student knows the relationship between the area or perimeter of an original figure and that of a newly created figure.

MA.B.1.3.3.6.3 The student solves real-world or mathematical problems involving perimeter or area and how these are affected by changes in the dimensions of the figure.

MA.B.1.3.4 The student constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

MA.B.1.3.4.6.1 The student knows proportional relationships in scale drawings.

MA.B.1.3.4.6.2 The student uses scale drawings to solve real-world problems including distance (as in map reading).

MA.B.2.3.1 The student uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.

MA.B.2.3.1.6.1 The student compares objects according to their length, weight or mass, and capacity using customary or metric units.

MA.B.2.3.1.6.2 The student measures length, weight or mass, and capacity using appropriate measuring instruments.

MA.B.2.3.2 The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

MA.B.2.3.2.6.1 The student changes one customary or metric unit of measurement to another within the same system.

MA.B.2.3.2.6.2 The student uses concrete manipulatives or constructs models of square units (such as square inch and square meter) for measuring area and cubic units (such as cubic centimeter or cubic yard) for measuring volume.

MA.B.3.3.1 The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

MA.B.3.3.1.6.1 The student estimates the measure (length, weight or mass, and capacity) of an object or figure and then compares the estimate with the actual measurement of the object or figure.

MA.B.3.3.1.6.2 The student knows whether an exact answer is needed or an estimate is sufficient.

MA.B.3.3.1.6.3 The student estimates solutions to real-world problems by estimating the length, volume or capacity,

weight or mass, perimeter, or area of objects or shapes in either customary or metric units.

MA.B.3.3.1.6.4 The student estimates solutions to real-world problems involving measurement, including estimates of time, temperature and money.

MA.B.4.3.1 The student selects appropriate units of measurement and determines and applies

significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement).

MA.B.4.3.1.6.1 The student selects the appropriate unit of measure for a given real-world situation.

MA.B.4.3.1.6.2 The student knows the approximate nature of measurement and measures to the specified degree of accuracy (for example, nearest centimeter or sixteenth of an inch).

MA.B.4.3.2 The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

MA.B.4.3.2.6.1 The student selects an appropriate measurement tool (for example, scales, rulers, thermometers, measuring cups, protractors, gauges).

MA.B.4.3.2.6.2 The student determines the interval of a scale and reads the scales on a variety of measuring instruments.

MA.B.4.3.2.6.3 The student measures accurately with the measurement tools.

MA.C.1.3.1 The student understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two- and three-dimensions.

MA.C.1.3.1.6.1 The student identifies, draws, and uses symbolic notation to denote the attributes of two-dimensional geometric figures (including points, parallel and perpendicular lines, planes, rays, and parts of a circle).

MA.C.1.3.1.6.2 The student knows and draws angles (including acute, obtuse, right, and straight).

MA.C.1.3.1.6.3 The student analyzes relationships among two-dimensional geometric figures (for example, the diagonal of a rectangle divides the rectangle into two congruent triangles each having one half the area of the rectangle).

MA.C.1.3.1.6.4 The student uses appropriate measuring devices (including ruler and protractor) as needed in analysis of figures.

MA.C.1.3.1.6.5 The student knows the attributes of and draws three-dimensional figures (including rectangular solids and cylinders).

MA.C.1.3.1.6.6 The student knows the properties of two- and three-dimensional figures.

MA.C.2.3.1 The student understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements.

MA.C.2.3.1.6.1 The student uses manipulatives and drawings to solve problems requiring spatial visualization.

MA.C.2.3.1.6.2 The student describes and applies the property of symmetry in figures.

MA.C.2.3.1.6.3 The student recognizes and draws congruent and similar figures.

MA.C.2.3.1.6.4 The student identifies and performs the various transformations (reflection, translation, rotation) of a given figure on a coordinate plane.

MA.C.2.3.2 The student predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

MA.C.2.3.2.6.0 Content addressed at eighth grade.

MA.C.2.3.2.6.1 The student constructs tilting patterns to cover a plane.

MA.C.2.3.2.6.2 The student identifies a tessellation.

MA.C.2.3.2.6.3 The student identifies geometric shapes that can be tessellated.

MA.C.2.3.2.6.4 The student tessellates using translation and other desired transformations.

MA.C.3.3.1 The student represents and applies geometric properties and relationships to solve real-world and mathematical problems.

MA.C.3.3.1.6.1 The student observes, explains, and makes conjectures regarding geometric properties and relationships (among angles, triangles, squares, rectangles, parallelograms).

MA.C.3.3.1.6.2 The student applies known geometric properties (for example, symmetry, congruence) to solve realworld and mathematical problems.

MA.C.3.3.2 The student identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

MA.C.3.3.2.6.1 The student identifies the x and y axes in a coordinate plane and identifies the coordinates of a given point in the first quadrant.

MA.C.3.3.2.6.2 The student plots specific points in the first quadrant of the Cartesian coordinate system.

MA.D.1.3.1 The student describes a wide variety of patterns, relationships, and functions through

models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.

MA.D.1.3.1.6.1 The student describes, predicts, and creates numerical and geometric patterns through models (for example, manipulatives, tables, graphs).

MA.D.1.3.1.6.2 The student states in words a rule for a pattern.

MA.D.1.3.1.6.3 The student predicts outcomes based on patterns.

MA.D.1.3.1.6.4 The student finds patterns in real-world situations.

MA.D.1.3.1.6.5 The student describes relationships and patterns using words, tables, symbols, variables, expressions, or equations.

MA.D.1.3.1.6.6 The student given initial terms in a pattern, supplies a specific missing term in the pattern (for example, given first four terms, supplies sixth term).

MA.D.1.3.2 The student creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

MA.D.1.3.2.6.1 The student interprets and creates function tables and graphs (first quadrant).

MA.D.1.3.2.6.2 The student substitutes values for variables in expressions and describes the results or patterns observed.

MA.D.1.3.2.6.3 The student graphs (first quadrant) functions from function tables to explain cause-and-effect relationships.

MA.D.2.3.1 The student represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.

MA.D.2.3.1.6.1 The student uses variables to represent numbers and relationships.

MA.D.2.3.1.6.2 The student translates verbal expressions into algebraic expressions.

MA.D.2.3.1.6.3 The student translates simple algebraic expressions, equations or formulas representing real-world relationships into verbal expressions or sentences.

MA.D.2.3.1.6.4 The student uses pictures, models, manipulatives or other strategies to solve simple one-step linear equations with rational solutions.

MA.D.2.3.2 The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

MA.D.2.3.2.6.1 The student knows how to solve simple equations representing real-world situations, using pictures, models, manipulatives (such as algebra tiles), or other strategies.

MA.D.2.3.2.6.2 The student uses concrete materials to solve equations and explains reasoning orally or in writing.

MA.E.1.3.1 The student collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.

MA.E.1.3.1.6.1 The student reads and analyzes data displayed in a variety of forms (charts, pictographs, stem-and-leaf plots).

MA.E.1.3.1.6.2 The student generates and collects data for analysis.

MA.E.1.3.1.6.3 The student chooses appropriate titles, scales, labels, keys, and intervals for displaying data in graphs.

MA.E.1.3.1.6.4 The student constructs, interprets, and explains displays of data, such as tables and graphs (single and multiple-bar graphs and single- and multiple- line graphs).

MA.E.1.3.2 The student understands and applies the concepts of range and central tendency (mean, median, and mode).

MA.E.1.3.2.6.1 The student organizes items in a set of data.

MA.E.1.3.2.6.2 The student finds the range, mean, median, and mode of a set of data.

MA.E.1.3.2.6.3 The student describes real-world data by applying and explaining appropriate procedures for finding measures of central tendency.

MA.E.1.3.3 The student analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

MA.E.1.3.3.6.1 The student describes a set of data by using the measures of central tendency.

MA.E.1.3.3.6.2 The student uses technology, such as graphing calculators and computer spreadsheets, to create graphs.

MA.E.2.3.1 The student compares experimental results with mathematical expectations of probabilities.

MA.E.2.3.1.6.1 The student determines all possible outcomes of an event using a tree diagram or organized list.

MA.E.2.3.1.6.2 The student calculates simple mathematical probabilities.

MA.E.2.3.1.6.3 The student uses manipulatives to obtain experimental results, compares results to mathematical expectations, and discusses the validity of the experiment.

MA.E.2.3.2 The student determines odds for and odds against a given situation.

MA.E.2.3.2.6.1 The student examines and describes situations that include finding the odds for and against a specified outcome.

MA.E.3.3.1 The student formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.

MA.E.3.3.2 The student identifies the common uses and misuses of probability or statistical analysis in the everyday world.

Possible addendums for content areas: advanced math students will follow course 2 curriculum
Pre-algebra students will follow pre-algebra curriculum.

For these classes please refer to the appropriate curriculum guide

Grade 6
Content Area Mathematics/Pre-Algebra

Incoming Expectations:

- Form basic operations with decimals
- Perform basic operations with fractions
- Knows the order of operations
- Convert between fraction, decimal, and percent
- Knows units of measure and converts between them

Outgoing Expectations:

- Evaluate algebraic expressions
- Solve multi-step equations and inequalities
- Perform operations with integers
- Solve rates, ratios, and proportions
- Performs basic operations with exponents
- Computes area and volume of geometric figures

Curriculum Map complete one for each content area

| Title/Unit Genre Theme | Activities Skills Concepts | Resources | Assessments | SSS GLE |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------|
| Parts of Ch. 5 & other resources: Fractional Operations August | Section 5-5: Addition/ Subtraction Section 5-3/5-4: Multiplication/ Division Section 5-6: LCM Section 4-4: GCF | Textbook Laptop Smartboard Internet | Quizzes Test | MAA531 MAA133 MAA331 MAB132 MAB232 MAD231 MAA331 MAA431 MAA132 MAB331 |
| Chapter 1: Tools of Algebra September | Sections 1-1 through 1-6: Solving Equations/ Translating Algebraic Expressions/ Properties | Textbook Laptop Smartboard Internet | Quizzes Test | MAA332 MAA333 MAA431 MAD131 MAD231 MAA331 MAD132 MAC332 |

| | | | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter 2: Integers September/October | Sections 2-1 through 2-6: Add/Subtract/ Multiply/Divide/ Absolute Value | Textbook Laptop Smartboard Internet | Quizzes Test | MAA131 MAA132 MAA134 MAA331 MAA332 MAD231 MAA134 MAD232 MAA333 MAE132 |
| Chapter 3: Equations October | Sections 3-1 through 3-7: Simplify/Solve Algebraic Equations | Textbook Laptop Smartboard Internet | Quizzes Test | MAD231 MAD232 MAA331 MAD131 MAB232 MAB331 MAA431 MAA333 MAB132 |
| Chapter 4: Factors & Fractions October/November | Sections 4-1 through 4-8: Powers/Exponents/ Multiplying/Dividing Monomials/Scientific Notation | Textbook Laptop Smartboard Internet | Quizzes Test | MAA531 MAA131 MAA132 MAA134 MAA231 MAA332 MAB133 MAD231 MAA133 MAA531 MAB232 MAD232 MAA331 |
| Chapter 5: Rational Numbers November | Section 5-1: Fractions as Decimals Section 5-9: Solving Equations with Rational Numbers Section 5-10: Arithmetic and Geometric Sequences | Textbook Laptop Smartboard Internet | Quizzes Test | MAA132 MAA133 MAA134 MAA332 MAA531 |
| Chapter 6: Ratio, Proportion and Percent | Section 6-1 through 6-9: Rates/Percents of Change/Probability | Textbook Laptop Smartboard Internet | Quizzes Test | MAA132 MAA134 MAA332 MAB232 |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------|
| November/December | | Smartview | | MAA332 MAB231 MAB134 MAB431 MAE231 |
| Parts of Chapter 9, 10 & 11: Geometry January | Section 9-1: Square Roots Section 9-5: Pythagorean Theorem Section 10-1: Lines & Angles Section 10-3: Transformations Section 10-4/10-5: Area & Perimeter Section 10-6: Polygons Section 10-7: Circles Sections 11-1-11-3: Volume Section 11-4/11-5: Surface Area | Textbook Laptop Smartboard Internet Calculator Smartview | Quizzes Test | MAA132 MAA133 MAA134 MAB132 MAC131 MAC231 MAC331 MAC332 |
| Parts of Chapter 1, 5 and 12: Statistics February | Section 5-8: Measures of Central Tendency/Line Plot Section 1-7: Scatter Plots Sections 12-1-12-5: Graphs | Textbook Laptop Smartboard Internet Smartview | Quizzes Test | MAE131 MAE331 MAE132 MAE331 |
| Chapter 7: Equations & Inequalities March Chapter 8: Functions & Graphing April/May | Sections 7-1 through 7-6: Solving Equations w/Variables on Each Side/Solving Multi-step Inequalities Sections 8-1 through 8-3: Functions/ Graphing | Textbook Laptop Smartboard Internet Smartview | Quizzes Test | MAC332 MAA332 MAA333 MAD131 MAD132 MAD231 MAD232 |
| <p>Sunshine State Standards: (<i>Grade 8 Expectations</i>) Strand A: Number Sense, Concepts, and Operations</p> <p>Standard 1: The student understands the different ways numbers are represented and used in the real world. Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios. Benchmark MA.A.1.3.2: The student understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation;</p> | | | | |

radicals; absolute value; and ratios.

Benchmark MA.A.1.3.3: The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.

Benchmark MA.A.1.3.4: The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

Standard 2: The student understands number systems.

Benchmark MA.A.2.3.1: The student understands and uses exponential and scientific notation.

Benchmark MA.A.2.3.2: The student understands the structure of number systems other than the decimal number system.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.1: The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

Benchmark MA.A.3.3.2: The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.

Benchmark MA.A.3.3.3: The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4: The student uses estimation in problem solving and computation.

Benchmark MA.A.4.3.1: The student uses estimation strategies to predict results and to check the reasonableness of results.

Standard 5: The student understands and applies theories related to numbers.

Benchmark MA.A.5.3.1: The student uses concepts about numbers, including primes, factors, and multiples, to build number sequences.

Strand B: Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.

Benchmark MA.B.1.3.2: The student uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.

Benchmark MA.B.1.3.3: The student understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.

Benchmark MA.B.1.3.4: The student constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.3.1: The student uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.

Benchmark MA.B.2.3.2: The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Standard 3: The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.3.1: The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.3.1: The student selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement).

Benchmark MA.B.4.3.2: The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Strand C: Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.3.1: The student understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two- and three-dimensions.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.3.1: The student understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements.

Benchmark MA.C.2.3.2: The student predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

Standard 3: The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.3.1: The student represents and applies geometric properties and relationships to solve real-world and mathematical problems.

Benchmark MA.C.3.3.2: The student identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

Strand D: Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.3.1: The student describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and

inequalities.

Benchmark MA.D.1.3.2: The student creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.3.1: The student represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.

Benchmark MA.D.2.3.2: The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

Strand E: Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.3.1: The student collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.

Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).

Benchmark MA.E.1.3.3: The student analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.3.1: The student compares experimental results with mathematical expectations of probabilities.

Benchmark MA.E.2.3.2: The student determines odds for and odds against a given situation.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.3.1: The student formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.

Benchmark MA.E.3.3.2: The student identifies the common uses and misuses of probability or statistical analysis in the everyday world.

Grade 6

Content Area Mathematics (Course 2 book) Advanced Math

Incoming Expectations:

- Performs operations with decimals
- Knows order of operations (), X, /, +, -
- Performs basic operations with fractions
- Coverts between fractions and decimals
- Basic integer operations (+, -)

Outgoing Expectations:

- Order of operations (exponents, (), X, /, +, -)
- Performs operations with fractions, including mixed numbers
- Converts between fractions, decimals, percents and performs basic percent operations
- Performs operations with integers, (+, -, x, /)
- Knows units of measurement and conversions between units

Curriculum Map

| Title/Unit Genre Theme | Activities Skills Concepts | Resources | Assessments | SSS GLE |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fraction and Decimal operations (Prerequisite Skills) Chapter 5 Chapter 6 <i>First 9 weeks</i> | -prime factorization -comparing, ordering rational numbers -simplify fractions -fraction and decimal operations LCM/GCF -customary units | -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | -quizzes -tests -homework -classwork | M.A.A.5.3.1 M.A.A.1.3.1 M.A.A.2.3.1 M.A.A.5.3.1 M.A.A.1.3.3 M.A.A.1.3.4 M.A.A.3.3.1 M.A.A.3.3.2 M.A.A.3.3.3 M.A.A.4.3.1 M.A.D.2.3.2 M.A.B.2.3.1 M.A.B.2.3.2 |
| Decimal Patterns and Algebra Chapter 1 <i>First 9 weeks</i> | -problem solving -Powers and Exponents (squares and square roots) -order of operations -variables and expressions -metric system -scientific notation -algebraic properties -sequences | -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | -quizzes -tests -homework -classwork | M.A.A. 3.3.1 M.A.A.3.3.2 M.A.A.3.3.3 M.A.A.4.3.1 M.A.A.1.3.1 M.A.A.1.3.2 M.A.A.1.3.4 M.A.A.2.3.1 M.A.D.1.3.1 M.A.D.1.3.2 M.A.D.2.3.1 M.A.A.3.3.1 M.A.A.3.3.2 M.A.D.2.3.2 M.A.A.5.3.1 M.A.B.2.3.2 |

| | | | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>Geometry Chapter 11 Parts of Chapter 6</p> <p>First 9 weeks/2nd 9 weeks</p> | <ul style="list-style-type: none"> - Pythagorean Theorem -Perimeter and Area -circumference of circles - Area of Parallelograms -Area of Triangles and Trapezoids -Area of Complex Figures -Area of Circles | <ul style="list-style-type: none"> -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | <ul style="list-style-type: none"> -quizzes -tests -homework -classwork | <p>M.A.A.3.3.2 M.A.B.1.3.1 M.A.B.1.3.3 M.A.B.2.3.2 M.A.C.1.3.1 M.A.C.3.3.1 M.A.B.3.3.1 M.A.C.2.3.1</p> |
| <p>Fractions, Decimals, Percents Chapter 5 Chapter 6</p> <p>2nd 9 weeks</p> | <ul style="list-style-type: none"> -fractions and decimals -fractions and percents -percents and decimals -fractions, decimals, percents | <ul style="list-style-type: none"> -Glencoe Course 2: Applications and Concepts -Smart Board -computer | <ul style="list-style-type: none"> -quizzes -tests -homework -classwork | <p>M.A.A.1.3.1 M.A.A.1.3.4 M.A.A.1.3.3 M.A.A.1.3.2</p> |
| <p>Ratios and Proportions Applying Percent Chapter 7 Chapter 8</p> <p>2nd 9 weeks</p> | <ul style="list-style-type: none"> -ratios -rates -scale drawings -solving proportions -percent of a number -percent proportion -percent of change -sales tax discount -simple interest | <ul style="list-style-type: none"> -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | <ul style="list-style-type: none"> -quizzes -tests -homework -classwork | <p>M.A.A.1.3.1 M.A.A.1.3.4 M.A.A.3.3.2 M.A.B.2.3.1 M.A.B.1.3.4 M.A.B.1.3.3</p> |
| <p>Statistics and Data Chapter 2 Chapter 10</p> <p>3rd 9 weeks</p> | <ul style="list-style-type: none"> -frequency tables -line plots -mean, median, mode -stem and leaf plots -box and whisker plots -bar graphs and histograms -circle graphs | <ul style="list-style-type: none"> -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | <ul style="list-style-type: none"> -quizzes -tests -homework -classwork | <p>M.A.E.1.3.1 M.A.E.1.3.2 M.A.E.1.3.3</p> |
| <p>Geometry Chapter 10</p> <p>3rd 9 weeks</p> | <ul style="list-style-type: none"> -measuring angles -angle relationships -parallel lines -triangles -quadrilaterals -similar figures -polygon -translations -reflections -rotations | <ul style="list-style-type: none"> -Glencoe Course 2: Applications and Concepts -Smart Board -computer | <ul style="list-style-type: none"> -quizzes -tests -homework -classwork | <p>M.A.B.1.3.2 M.A.C.1.3.1 M.A.C.3.3.1 M.A.C.2.3.1 M.A.A.3.3.2 M.A.B.2.3.1 M.A.C.2.3.2</p> |
| <p>Geometry Chapter 12</p> | <ul style="list-style-type: none"> -volume and surface area of | <ul style="list-style-type: none"> -Glencoe Course 2: Applications | <ul style="list-style-type: none"> -quizzes -tests | <p>M.A.C.1.3.1 M.A.B.1.3.1 M.A.B.1.3.3</p> |

| | | | | |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 rd 9 weeks | rectangular prisms, cylinders | and Concepts -Smart Board -computer -internet | -homework -classwork | M.A.B.2.3.1 M.A.B.3.3.1 |
| Integers and Algebra Chapter 3 4 th 9 weeks | -integers -absolute value -comparing and ordering integers -coordinate plane -integer operations | -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | -quizzes -tests -homework -classwork | M.A.A.1.3.1 M.A.A.1.3.2 M.A.A.1.3.4 M.A.D.2.3.1 M.A.C.3.3.2 M.A.A.1.3.3 M.A.A.3.3.1 M.A.A.3.3.2 M.A.A.3.3.3 M.A.A.4.3.1 M.A.D.1.3.1 M.A.E.1.3.1 M.A.A.2.3.1 |
| Linear Equations Chapter 4 Fourth 9 weeks | -writing expressions and equations -solving one step equations -solving two step equations -inequalities | -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | -quizzes -tests -homework -classwork | M.A.D.1.3.2 M.A.D.2.3.1 M.A.A.3.3.1 M.A.D.2.3.2 M.A.D.1.3.1 |
| Probability Chapter 9 Fourth 9 weeks | -simple events -tree diagrams -fundamental counting principal -permutations -combinations -theoretical and experimental probability | -Glencoe Course 2: Applications and Concepts -Smart Board -computer -internet | -quizzes -tests -homework -classwork | MA.E.2.3.1 M.A.E.2.3.2 M.A.E.3.3.1 M.A.E.1.3.1 |

Sunshine State Standards:

Strand A: Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in their world.

Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.

Benchmark MA.A.1.3.2: The student understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.

Benchmark MA.A.1.3.3: The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.

Benchmark MA.A.1.3.4: The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

Standard 2: The student understands number systems.

Benchmark MA.A.2.3.1: The student understands and uses exponential and scientific notation.

Benchmark MA.A.2.3.2: The student understands the structure of number systems other than the decimal number system.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.1: The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

Benchmark MA.A.3.3.2: The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.

Benchmark MA.A.3.3.3: The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4: The student uses estimation in problem solving and computation.

Benchmark MA.A.4.3.1: The student uses estimation strategies to predict results and to check the reasonableness of results.

Standard 5: The student understands and applies theories related to numbers.

Benchmark MA.A.5.3.1: The student uses concepts about numbers, including primes, factors, and multiples, to build number sequences. Standard 5: The student understands and applies theories related to numbers.

Strand B: Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.

Benchmark MA.B.1.3.2: The student uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.

Benchmark MA.B.1.3.3: The student understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.

Benchmark MA.B.1.3.4: The student constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.3.1: The student uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.

Benchmark MA.B.2.3.2: The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Standard 3: The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.3.1: The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.3.1: The student selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement).

Benchmark MA.B.4.3.2: The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Strand C: Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.3.1: The student understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two- and three-dimensions.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.3.1: The student understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns,

and enlargements.

Benchmark MA.C.2.3.2: The student predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

Standard 3: The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.3.1: The student represents and applies geometric properties and relationships to solve real-world and mathematical problems.

Benchmark MA.C.3.3.2: The student identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

Strand D: Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.3.1: The student describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.

Benchmark MA.D.1.3.2: The student creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.3.1: The student represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.

Benchmark MA.D.2.3.2: The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

Strand E: Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.3.1: The student collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.

Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).

Benchmark MA.E.1.3.3: The student analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.3.1: The student compares experimental results with mathematical expectations of probabilities.

Benchmark MA.E.2.3.2: The student determines odds for and odds against a given situation.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.3.1: The student formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.

Benchmark MA.E.3.3.2: The student identifies the common uses and misuses of probability or statistical analysis in the everyday world.

Content Area: World Cultures Grade 6

Incoming Expectations:

1. The student understands the broad categories of century, decade and year.
2. The student knows how to respond to short response questions.
3. The student understands what main idea, supporting details, and classification are.
4. The student knows the essential parts of a chart, map graph, and timeline.

Outgoing Expectations:

1. The student is able to classify events and information using the broad categories of century, decade and year.
2. The student knows how to respond to short and long response questions.
3. The student understands how to determine main idea, supporting details and how to classify information.
4. The student understands the essential parts of and how to read a chart, map, graph, and timeline.
5. The student knows how to gather and interpret information.

Curriculum Map World Cultures

| Title/Unit Genre Theme | Activities Skills Concepts | Resources | Assessments | SSS GLE |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Early Civilization | <p>Concepts: 1. Study of the birthplace of civilization including Mesopotamia, Egypt, and the Israelites. 2. Outline basic mythological and religious ideas. 3. Investigate the development of the first laws, languages, cultures and religions.</p> <p>Activities: Reading primary and secondary resources, notes, lecture, and video.</p> <p>Skills: 1. Students will read and interpret charts and graphs. 2. Student will understand the chronological order of main events. 3. Students will develop active listening and effective note-taking skills. 4. Students will analyze primary resources along with contemporary literature.</p> | Textbook, overhead, United Streaming, Internet and web-based activities, computer simulations, teacher created materials, and primary and secondary supplemental materials. | Section and vocabulary quizzes, Chapter and Unit tests, writing assessments from informative and expository prompts. | SS.A.1.3.1.2; SS.A.1.3.2.3; SS.A.2.3.2.1; SS.A.2.3.3.1; SS.B.1.3.1; SS.B.2.3.7.1 |
| Classical Civilization | <p>Concepts: 1. Study of Ancient Greece and Rome 2. Examine political structure and its influence on later civilizations. 3. Investigate the Greco-Roman philosophy, architecture, mythology, and inventions and their impact on contemporary civilizations.</p> <p>Activities: Reading primary and secondary resources that include a mythological oral presentation, web-based activities including (1) researching Greco-Roman architectural contributions to the modern world; (2) a student-created civilization; notes, lecture, and video.</p> <p>Skills: 1. Students will read and interpret charts and graphs. 2. Student</p> | Textbook, overhead, United Streaming, Internet and web-based activities, computer simulations, teacher created materials, and primary and secondary supplemental materials. | Section and vocabulary quizzes, Chapter and Unit tests, writing and oral assessments, and project rubrics | SS.A.1.3.1.2; SS.A.1.3.2.3; SS.A.2.3.2.1; SS.A.2.3.3.1; SS.B.1.3.1; SS.B.2.3.7.1 |

| | | | | |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| | <p>will understand the chronological order of main events. 3. Students will develop active listening and effective note-taking skills. 4. Students will read and analyze mythology from the period. 5. Students will develop technology and oral presentation skills.</p> | | | |
| <p>Religion: Christianity, Islam, and Judaism</p> | <p>Concepts: 1. Study the origins of three major world religions. 2. Compare and contrast major philosophical ideas, beliefs and foundations. 3. Investigate the contemporary impact of these religions.</p> <p>Activities: Reading primary and secondary resources, notes, lecture, and video. Class discussion and debate regarding the current issues surrounding Middle East conflicts.</p> <p>Skills: 1. Students will read and interpret charts and graphs. 2. Student will understand the chronological order of main events. 3. Students will develop active listening and effective note-taking skills. 4. Students will read, synthesize, evaluate and draw conclusions concerning information on current Middle Eastern conflicts. 5. Students will develop technology and oral presentation skills.</p> | <p>Textbook, overhead, United Streaming, Internet and web-based activities, computer simulations, teacher created materials, and primary and secondary supplemental materials.</p> | <p>Section and vocabulary quizzes, Chapter and Unit tests, writing and oral assessments, and project rubrics</p> | <p>SS.A.1.3.1.2; SS.A.1.3.2.3; SS.A.2.3.2.1; SS.A.2.3.3.1; SS.B.1.3.1; SS.B.2.3.7.1</p> |
| <p>Medieval and Renaissance Europe</p> | <p>Concepts: 1. Study the origins of Medieval Europe, highlighting transition from the classical world. 2. Compare and contrast the classical period with the dark ages. 3. Investigate the impact of the dark ages on the Renaissance.</p> <p>Activities: Reading primary and secondary resources, notes, lecture, and video. Group project on the feudal system involving research, writing,</p> | <p>Textbook, overhead, United Streaming, Internet and web-based activities, computer simulations, teacher created materials, and primary and secondary supplemental materials.</p> | <p>Section and vocabulary quizzes, Chapter and Unit tests, writing and oral assessments, and project rubrics</p> | <p>SS.A.1.3.1.2; SS.A.1.3.2.3; SS.A.2.3.2.1; SS.A.2.3.3.1; SS.B.1.3.1; SS.B.2.3.7.1</p> |

| | | | | |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| | <p>illustration and presentation.</p> <p>Skills: 1. Students will read and interpret charts and graphs. 2. Student will understand the chronological order of main events. 3. Students will develop active listening and effective note-taking skills. 4. Students will read, synthesize, evaluate and draw conclusions concerning information on current Middle Eastern conflicts. 5. Students will develop technology and oral presentation skills.</p> | | | |
| The Far East: Japan, China and India | <p>Concepts: 1. Study the origins and cultures of the Far East. 2. Investigate the impact of Marco Polo's <i>Travels</i> on trade routes into the Far East. 3. Examine the philosophical impact of the Far East on Western Civilization.</p> <p>Activities: Reading primary and secondary resources, notes, lecture, and video. Art related projects including calligraphy, and the art of Japanese writing.</p> <p>Skills: 1. Students will read and interpret maps and trade routes. 2. Student will understand the chronological order of main events. 3. Students will develop active listening and effective note-taking skills.</p> | Textbook, overhead, United Streaming, Internet and web-based activities, computer simulations, teacher created materials, and primary and secondary supplemental materials. | Section and vocabulary quizzes, Chapter and Unit tests, writing and oral assessments, and project rubrics | SS.A.1.3.1.2; SS.A.1.3.2.3; SS.A.2.3.2.1; SS.A.2.3.3.1; SS.B.1.3.1; SS.B.2.3.7.1 |
| Africa | <p>Concepts: 1. Study the origins and cultures of the Africa. 2. Investigate the origins of the African trade networks. 3. Examine African tribal conflicts. 4. Study Post-Colonial Africa.</p> <p>Activities: Reading primary and secondary resources, notes, lecture, and video.</p> <p>Skills: 1. Students will read and interpret maps, trade routes and graphs. 2. Student will understand the chronological order of</p> | Textbook, overhead, United Streaming, Internet and web-based activities, computer simulations, teacher created materials, and primary and secondary supplemental materials. | Section and vocabulary quizzes, Chapter and Unit tests, writing and oral assessments, and project rubrics | SS.A.1.3.1; SS.A.1.3.2. SS.A.2.3.2.1; SS.A.2.3.3.1; SS.B.1.3.1; SS.B.2.3.7.1 |

| | | | |
|------------------------------------------------------------------------------------------|--|--|--|
| main events. 3. Students will develop active listening and effective note-taking skills. | | | |
|------------------------------------------------------------------------------------------|--|--|--|

Sunshine State Standards:

SS.A.1.3.1: *The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.* **GLE:** 1. The student understands that historic events are subject to different interpretations. 2. The student understands chronology.

SS.A.1.3.2: *The student knows the relative value of primary and secondary sources and uses information to draw conclusions from historical sources such as data in charts, tables, graphs.* **GLE:** 1. The student distinguishes between fact and opinion. 2. The student distinguishes between primary and secondary sources of information. 3. The student interprets data from charts, tables, and graphs.

SS.A.1.3.3: *The student knows how to impose temporal structure to historical narratives.*

SS.A.2.3.1: *The student understands how language, ideas, and institutions of one culture can influence other (e.g. through trade, exploration, and immigration).* **GLE:** 1. The student understands ways language, ideas, and institutions of one culture can influence other cultures.

S.A.2.3.2: *The student knows how major historical developments have had an impact on the development of civilizations.* **GLE:** The student knows ways major historical developments have influenced selected groups over time.

S.A.2.3.3: *The student understands important technological developments and how they influenced human society.* **GLE:** The student understands ways technological factors have influenced selected groups over time.

S.A.2.3.4: *The student understands the impact of geographical factors on the historical development of civilizations.* **GLE:** The student understands ways geological factors have influenced selected groups.

S.A.2.3.5: *The student knows significant historical leaders who shaped the development of early cultures.* **GLE:** The student knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations.

History Fair: Each year students participate in the annual National History Day History Fair. This event provides a broad theme that allows students to choose topics of interest that are related to World Cultures. *Rationale:* It affords students the opportunity to develop research, technology, writing, and presentation skills as they develop a topic relevant to the NHD theme and within the scope of World Cultures.

Grade __6__

Content Area _Language Arts

Incoming Expectations:

Reading-

- Knows how to use decoding skills, context clues, predicting, and a analysis of word structure while reading difficult and challenging text
- Knows how to use different reading strategies to determine the meaning of vocabulary and unknown words
- Knows how to describe the author’s purpose and describe the author’s perspective
- Knows how to use comparison and contrast to describe the reading selection,
- Knows how to use reference skills to complete tasks

Writing-

- Knows how to use graphic organizers of all types to engage in the writing process
- Knows how to use support from the texts or own thoughts to complete a paragraph
- Knows how to organize research information into an original product
- Knows how to write using proper conventions including indentation, punctuation, capitalization
- Knows how to focus on a central idea or topic

Listening, Viewing and Speaking-

- Knows how to interact with peers in a variety of ways
- Knows how to identify and explain the main concept and supporting details in a nonprint media
- Knows how to ask relevant questions and make comments and observations
- Knows how to prepare for and give presentations for assigned task
- Knows how to use listening strategies with peers and ask appropriate questions

Outgoing Expectation

Reading

- Predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.
- Uses prereading strategies before reading (for example, skimming text headings, bold type, and other text features).
- Uses context and word structure clues to interpret words and ideas in text.
- Uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.
- Distinguishes denotative and connotative meanings of words.
- Restates text by note making or summarizing.
- Examines other sources to clarify meaning (for example, encyclopedia, web site, or expert).
- Uses a graphic organizer to clarify meaning of text.
- Determines a text’s major ideas and how those ideas are supported with details.
- Draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).
- Paraphrases and summarizes text to recall, inform, or organize ideas.
- Analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).
- Discusses the meaning and role of point of view in a variety of texts.
- States the author’s purpose and relates it to specific details from the text.

- Chooses reference materials appropriate to research purpose. Uses multiple sources to locate information relevant to research questions (including but not limited to electronic texts, experts, print resources).
- Distinguishes between fact and opinion.
- Examines texts for identification of strong versus weak arguments.
- Identifies universal themes in various types of literature.
- Describes or illustrates the setting in a literary text.
- Explains character development in a literary text.
- Creates a graphic organizer that represents the complex elements of a plot in a literary text.
- Recognizes and understands elements of author's craft (including but not limited to symbolism, figurative language, flashback, foreshadowing).
- Knows the role of point of view in a literary or informational text.
- Knows effective word choice, uses of dialect, and sensory or figurative language in poetry; line length, punctuation, and rhythm contribute to the overall effect of a poem.
- Knows common recurring themes in literature and compares and contrasts themes across texts.
- Knows the events in the plot related to the central conflict.
- Knows the point of view of a literary work and how it affects the story line.
- Gains a better understanding of self through the reading of literature.
- Reads and discusses literature with differing viewpoints to enhance perspective.

Writing

- Uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
- Focuses on a central idea or topic (for example, excluding loosely related, extraneous, and repetitious information).
- Uses an appropriate organizational pattern with a beginning, middle, and end and transitional devices.
- Demonstrates a command of the language including precise word choice and use of appropriate figurative language.
- Uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
- Proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
- Revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
- Uses resources such as dictionary and thesaurus to confirm spelling.
- Uses conventions of punctuation (including commas, colons, semicolon, quotation marks, apostrophe) and of capitalization (including the names of organizations, nationalities, races, languages, religions).
- Uses various parts of speech correctly in written work (including subject/verb agreement, common noun/pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
- Uses a variety of sentence structures (including but not limited to parallel structure).

- Uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).
- Logically sequences information using alphabetical, chronological, and numerical systems.
- Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Listening, Viewing, and Speaking

- Follows verbal directions.
- Paraphrases information. expands and enhances personal interest through listening.
- Listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.
- Recognizes verbal and nonverbal cues and responds appropriately.
- Asks pertinent questions during activities such as interviews and discussions.
- Summarizes main points and supporting details orally and in writing.
- Identifies biases, stereotypes, and persuasive techniques in a nonprint message.
- Demonstrates nonverbal cues (for example, movement, gestures, facial expressions) to convey a message to an audience.
- Evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
- Organizes and effectively delivers a speech with a beginning, middle, and end.
- Participates in classroom discussions using effective speaking strategies, such as asking questions and making observations.
- Uses appropriate grammar, word choice; language is clear, audible, and suitable.

| Title/Unit Genre Theme | Activities Skills Concepts | Resources | Assessments | SSS GLE |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Quarter | | | | |
| Writing | <p>Create solid paragraphs (use transitions, develop elaboration, hook sentence)write memoirs, (possible assignment- <i>Name Paper</i>)</p> <p>Use PIE strategy (<i>Purpose, Illustrate, Explain</i>) to write elaborated answers to open ended questions</p> <p>Use graphic organizers in prewriting</p> <p>Intensive class: These students will concentrate on using supporting details from the text to write their answers.</p> | <p>Teacher created resources</p> <p>Elements of Fiction</p> | <p>Writing Rubric, teacher</p> | <p>L.A.6.3.1.1 1.2 1.3 L.A.6.3.2.1 2.2 2.3 L.A.6.3.3.1 3.2 3.3 3.4 L.A.6.3.4.1 4.2 4.3 4.4 4.5 L.A. 6.3.5.1 5.2 5.3 L.A.6.4.1.1 1.2 2.1 2.2 2.3 2.4 2.5 L.A.6.4.3.1 3.2</p> |
| Literature | <p>Elements of fiction (setting, characters, plot, conflict, climax) using short stories from the anthology</p> <p>Practice using reading strategies before, during, and after reading (ex. <i>QAR</i> and "Talking to the Text")</p> | <p><i>The Cay</i></p> <p><i>Elements of Fiction</i></p> <p><i>Project CRISS</i></p> <p>Intensive: REWARDS Program</p> | <p>FORF</p> <p>Unit Test</p> <p>Gates Test</p> | <p>LA.6.1.7.1 7.2 7.3 7.4 7.5 7.5 7.6 7.7 7.8 LA.6.2.1.1 LA.6.2.1.2 1.3</p> |

| | | | | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| | <p>Use graphic organizers to analyze and synthesize information</p> <p>Help students to create higher level questions from the text</p> <p>Beginning reading <i>The Cay</i> – students will write one sentence summaries</p> <p><i>Intensive students: Will begin the REWARDS Program to help students focus on decoding skills.</i></p> | | | <p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>1.10</p> |
| Grammar | <p>Types of Sentences, Nouns and Verbs, Capitalization and Punctuation</p> <p>Daily Oral Language Activities</p> | <p><i>Elements of Language</i></p> <p><i>Caught' Ya</i></p> | <p>Writing Rubric, Unit test</p> | <p>LA.6.3.4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> |
| Vocabulary | <p>Begin <i>Word Wisdom</i> Unit</p> <p>Use Vocabulary Cartoons to enhance Vocabulary</p> | <p><i>Word Wisdom</i></p> <p><i>Vocabulary Cartoons</i></p> | <p>Pretest, posttest and unit test</p> | <p>LA.6.1.6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>6.9</p> <p>6.10</p> <p>6.11</p> |
| Speaking/ Viewing | <p>Students will be able to give a short one minute speech with using notes.</p> | <p>Teacher created resources</p> | <p>Performance Rubric</p> | <p>LA.6.5.2.1</p> <p>2.2</p> <p>2.3</p> |
| Second Quarter | | | | |

| | | | | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Writing</p> | <p>Students will begin writing multi paragraph papers. Special emphasis will be placed on the “funnel model”, Organization, and sentence fluency.</p> <p>Students will be introduced to <i>RAFT (Role, Audience, Format, Topic)</i></p> <p>Use of graphic organizers to write comparison and contrast papers.</p> <p>Practice of writing skills may include, but are not limited to “The Artifact” paper, writer’s workshop, and journaling.</p> | <p>Teacher created resources</p> | <p>Writing Rubric, teacher</p> | <p>L.A.6.3.1.1 1.2 1.3 L.A.6.3.2.1 2.2 2.3 L.A.6.3.3.1 3.2 3.3 3.4 L.A.6.3.4.1 4.2 4.3 4.4 4.5 L.A. 6.3.5.1 5.2 5.3 L.A.6.4.1.1 1.2 2.1 2.2 2.3 2.4 2.5 L.A.6.4.3.1 3.2</p> |
| <p>Literature</p> | <p>Begin <i>Read for Real</i> program focusing on strategies for reading nonfiction. (Previewing, Predicting, Questioning, Summarizing and using graphic organizers.</p> <p>Begin second novel study with opportunities to practice and apply to elements of literature.</p> <p><i>Advanced: Students will read the nonfiction</i></p> | <p><i>Read for Real</i> program</p> <p>Teacher created materials</p> <p><i>Advanced: Homesick</i></p> <p><i>Intensive: Tuck Everlasting</i></p> | <p>Teacher observation, open-ended and multiple choice questions from the literature</p> | <p>LA.6.1.7.1 7.2 7.3 7.4 7.5 7.5 7.6 7.7 7.8 LA.6.2.1.1 LA.6.2.2.2 2.3 2.4 2.5</p> |

| | | | | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p><i>novel <u>Homesick</u></i></p> <p><i>Intensive: Students will read the fiction novel <u>Tuck Everlasting</u> and continue with the REWARDS program</i></p> | | | |
| Grammar | <p>Simple and Compound sentences, adjectives</p> <p>Daily Oral Language</p> | <p><i>Elements of Language</i></p> <p><i>Caught' ya</i></p> <p>Teacher created materials</p> | <p>Daily Performance, Writing Rubric, Unit Test</p> | <p>LA.6.3.4.1 4.2 4.3 4.4 4.5</p> |
| Vocabulary | <p>Continue <i>Word Wisdom</i> program, supplement with vocabulary words from literature</p> <p>Use Vocabulary Cartoons to enhance Vocabulary</p> | <p><i>Word Wisdom, Read for Real, Supplemental literature</i></p> <p><i>Vocabulary Cartoons</i></p> | <p>Pretest, posttest, unit test</p> | <p>LA.6.1.6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 6.10 6.11</p> |
| Speaking/ Viewing | <p>2 minute presentation with notes ("Artifact" presentation)</p> | <p>Speaking rubric</p> | <p>Performance Rubric</p> | <p>LA.6.5.2.1 2.2 2.3</p> |
| Third Quarter | | | | |
| Writing | <p>Persuasive paper, 3 paragraphs using transitions and the funnel model . Focusing students on voice and word choice.</p> | <p>Teacher created materials</p> <p><i>Elements of Language</i></p> | <p>Writing Rubric, teacher</p> | <p>L.A.6.3.1.1 1.2 1.3 L.A.6.3.2.1 2.2 2.3 L.A.6.3.3.1 3.2 3.3 3.4 L.A.6.3.4.1 4.2 4.3 4.4 4.5</p> |

| | | | | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | L.A. 6.3.5.1 5.2 5.3 L.A.6.4.1.1 1.2 2.1 2.2 2.3 2.4 2.5 L.A.6.4.3.1 3.2 |
| Literature | Continue working with strategies in <i>Read for Real</i> , supplemented with FCAT practice Analyzing poetry (Including but not limited to rhyme scheme, personification, alliteration, symbolism, and main idea. | <i>Read for Real, Elements of Literature, and Buckle Down</i> | Quizzes, Test, Projects, Written Assignments, and Teacher Observation | LA.6.1.7.1 7.2 7.3 7.4 7.5 7.5 7.6 7.7 7.8 LA.6.6.1.1 1.2 1.3 LA.6.6.2.1 2.2 2.3 2.4 LA.6.6.3.1 3.2 LA.6.6.4.1 4.2 |
| Grammar | Prepositions and Prepositional Phrases Daily Oral Language | <i>Elements of Language</i> and teacher created materials | Quizzes, Test, Written Assignments and teacher observation | LA.6.3.4.1 4.2 4.3 4.4 4.5 |
| Vocabulary | Continue <i>Word Wisdom</i> program, supplement with vocabulary words from literature Use Vocabulary Cartoons to enhance | <i>Word Wisdom, Read for Real, Supplemental literature</i> <i>Vocabulary Cartoons</i> | Pretest, posttest, unit test | LA.6.1.6.1 6.2 6.3 6.4 6.5 6.6 6.7 |

| | | | | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Vocabulary | | | 6.8 6.9 6.10 6.11 |
| Speaking | Students work individually or in groups to create and oral presentation of a poem | Teacher created materials and <i>Elements of Literature</i> | Speaking rubric and teacher observation | LA.6.5.2.1 2.2 2.3 |
| Fourth Quarter | | | | |
| Writing | Students write a five paragraph essay showing the use of organization, conventions, fluency, word choice, and ideas (<i>A Parent's Love Letter</i>) | Teacher created materials | Daily written assignments, at least one five paragraph paper | L.A.6.3.1.1 1.2 1.3 L.A.6.3.2.1 2.2 2.3 L.A.6.3.3.1 3.2 3.3 3.4 L.A.6.3.4.1 4.2 4.3 4.4 4.5 L.A. 6.3.5.1 5.2 5.3 L.A.6.4.1.1 1.2 2.1 2.2 2.3 2.4 2.5 L.A.6.4.3.1 3.2 |
| Literature | Students will read a dramatic play or script while focusing on literary terms used in dramatic pieces. Students will read and analyze a science fiction | <i>Elements of Literature, City of Ember, The Giver,</i> Teacher created materials | Quizzes, Tests, Projects, and Teacher created materials | LA.6.1.7.1 7.2 7.3 7.4 7.5 7.5 7.6 7.7 7.8 |

| | | | | |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------|
| | novel, <i>City of Ember</i> <i>Advanced: The Giver</i> | | | LA.6.2.1.1 LA.6.2.1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10 |
| Grammar | Clauses, phrases and Complex sentences Daily Oral Language | Teacher created materials, <i>Elements of Language</i> | | LA.6.3.4.1 4.2 4.3 4.4 4.5 |
| Vocabulary | Continue <i>Word Wisdom</i> program, supplement with vocabulary words from literature Use Vocabulary Cartoons to enhance Vocabulary | <i>Word Wisdom, Read for Real, Supplemental literature</i> <i>Vocabulary Cartoons</i> | Pretest, posttest, unit test | LA.6.1.6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 6.10 6.11 |
| Speaking | Students will perform a mini-drama | Teacher created materials, <i>Elements of Literature</i> | Teacher created rubric | LA.6.5.2.1 2.2 2.3 |

Sunshine State Standards:

Grade 6: Reading Process

Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

The student will:

LA.6.1.6.1 - use new vocabulary that is introduced and taught directly;

LA.6.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

LA.6.1.6.3 - use context clues to determine meanings of unfamiliar words;

LA.6.1.6.4 - categorize key vocabulary and identify salient features;

LA.6.1.6.5 - relate new vocabulary to familiar words;

LA.6.1.6.6 - distinguish denotative and connotative meanings of words;

LA.6.1.6.7 - identify and understand the meaning of conceptually advanced prefixes, suffixes, and

root words;

LA.6.1.6.8 - identify advanced word/phrase relationships and their meanings;

LA.6.1.6.9 - determine the correct meaning of words with multiple meanings in context;

LA.6.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.6.1.6.11- identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

The student will:

LA.6.1.7.1 - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.6.1.7.2 - analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

LA.6.1.7.3 - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.6.1.7.4 - identify cause-and-effect relationships in text;

LA.6.1.7.5 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

LA.6.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.6.1.7.7 - compare and contrast elements in multiple texts; and

LA.6.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning

Grade 6: Literary Analysis

Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

The student will:

LA.6.2.1.1 - identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;

LA.6.2.1.2 - locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;

LA.6.2.1.3 - locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;

LA.6.2.1.4 - identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);

LA.6.2.1.5 - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;

LA.6.2.1.6 - write a book report, review, or critique that compares two or more works by the same author;

LA.6.2.1.7 - locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;

LA.6.2.1.8 - compare language patterns and vocabulary of contemporary texts to those of

historical texts;

LA.6.2.1.9 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and

LA.6.2.1.10 - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

Nonfiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

The student will:

LA.6.2.2.1 - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);

LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;

LA.6.2.2.3 - organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);

LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and

LA.6.2.2.5 - use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

Grade 6: Writing Process

Prewriting Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

The student will prewrite by:

LA.6.3.1.1 - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;

LA.6.3.1.2 - making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and

LA.6.3.1.3 - using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).

Drafting Standard: The student will write a draft appropriate to the topic, audience and purpose.

The student will draft writing by:

LA.6.3.2.1 - developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;

LA.6.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and

LA.6.3.2.3 - analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.

Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

The student will revise by:

LA.6.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

LA.6.3.3.2 - creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);

LA.6.3.3.3 - creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and

LA.6.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions

Standard: The student will edit and correct the draft for standard language conventions.

The student will edit for correct use of:

LA.6.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;

LA.6.3.4.2 - capitalization, including major words in titles of books, plays, movies, and television programs;

LA.6.3.4.3 - punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;

LA.6.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)

LA.6.3.4.5 - consistency in verb tense in simple, compound, and complex sentences.

Editing for Language Conventions

Standard: The student will edit and correct the draft for standard language conventions

Publishing Standard: The student will write a final product for the intended audience.

The student will:

LA.6.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);

LA.6.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and

LA.6.3.5.3 - share the writing with the intended audience.

Grade 6: Writing Applications

Creative Standard: The student develops and demonstrates creative writing.

The student will:

LA.6.4.1.1 - write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and

Creative Standard: The student develops and demonstrates creative writing.

LA.6.4.1.2 - write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.

Informative Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks.

The student will:

- LA.6.4.2.1 - Write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- LA.6.4.2.2 - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
- LA.6.4.2.3 - write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
- LA.6.4.2.4 - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- LA.6.4.2.5 - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
- LA.6.4.2.6 - write functional text (e.g., two-step instructions, directions, recipes, labels, graphs).

Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

The student will:

- LA.6.4.3.1 - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
- LA.6.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

Grade 6: Communication

Penmanship Standard: The student engages in the writing process and writes to communicate ideas and experiences.

- LA.6.5.1.1 The student will use fluent and legible handwriting skills.

Listening and Speaking Standard: The student effectively applies listening and speaking strategies.

The student will:

- LA.6.5.2.1 - listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
- LA.6.5.2.2 - deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

Grade 6: Information and Media Literacy

Informational Text Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.

The student will:

- LA.6.6.1.1 - explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.6.6.1.2 - use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
- LA.6.6.1.3 - create a technical manual or solve a problem

Research Process Standard: The student uses a systematic process for the collection,

processing and presentation of information.

The student will:

LA.6.6.2.1 - select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources

Research Process Standard: The student uses a systematic process for the collection, processing and presentation of information.

LA.6.6.2.2 - collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;

LA.6.6.2.3 - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and

LA.6.6.2.4 - explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.

Media Literacy Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

The student will:

LA.6.6.3.1 - analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and

LA.6.6.3.2 - demonstrate the ability to select and ethically use media appropriate for the purpose, occasion and audience.

Technology Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

The student will:

LA.6.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and

LA.6.6.4.2 - determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.