



## Grade 6 eLearning Guide – Week 2

### Math: Personal Financial Literacy

- Students will compare different jobs and look at the different levels of education needed for each job.
- Students will research which job they would like to have in the future, including the salary, education, and skills needed.
- Students will investigate different colleges in Texas.
- Students will research ways to pay for their college.

**Math 6 and 6 preAP have this unit in common.**

**Link for Students taking high school math courses:** [High School Math](#)

### Science: Characteristics of Organisms

- Students will identify the basic characteristics of organisms and classify them in the kingdoms.

#### **Guiding Questions:**

- What is the difference between a unicellular and multicellular organism?
- What is the difference between a prokaryotic and eukaryotic organism?
- How do organisms get energy and reproduce?

### Language Arts: Outsiders

- Read nonfiction and practice summarizing.
- Analyze nonfiction in regards to the central idea and the details that support the central idea.
- Research online and synthesize different articles on the same topic.
- Evaluate both sides of an issue and pick a side that they agree with.

### Social Studies: India

- Students will read articles and watch videos to learn about India.
- Students learn about topics related to India - the Caste system, Migration, and Challenges of Farming.
- Students will utilize different resources to help with their understanding of the content.
- Students will connect ideas they are learning to their own lives here in the United States.

# Grade 6 eLearning Guide - MATH

## Objectives

- Students will compare different jobs and look at the different levels of education needed for each job.
- Students will research which job they would like to have in the future, including the salary, education, and skills needed.
- Students will investigate different colleges in Texas.
- Students will research ways to pay for their college.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Have the students complete the tasks provided below.
- Discuss and brainstorm with your child the different jobs they may want and the education needed for the job.
- Revise work as needed.
- Complete the process for all lesson activities.

## For Students

### **Jobs**

- **Task 1:** Comparing jobs by Salaries and Education
- **Task 2:** Which job is best for you?

### **College**

- **Task 3:** Table of Colleges - Go to <http://www.collegecalc.org/> to look at colleges
  - Click on Colleges by State (Texas)
  - Click on hyperlink (3rd paragraph under Texas colleges) to filter by public, private, community, or four year school.
- **Task 4:** Paying for College. Use the links below to fill in your table. (**Answer Key**)
  - [www.studentaid.ed.gov](http://www.studentaid.ed.gov) Choose: Types of Aid
  - <http://www.collegeforalltexas.com> Choose: Student, Types of Financial Aid
  - <http://www.gocollege.com/>
  - <http://www.collegeforalltexas.com> Choose: Student, Types of Financial Aid, Savings Plan

## Additional Resources

### **Looking for more math?**

- [Study Jams](#)
- [Cool Math Games](#)

# Grade 6 eLearning Guide - SCIENCE

## Objectives

- Students will learn the basic characteristics of organisms, by identifying the number of cells, the presence of a nucleus, and how the organism gets energy and reproduces.
- Students will learn about the Domains and Kingdoms of Living Things and will use the basic characteristics of organisms to classify them.

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Ask your student to tell you about the characteristics of living organisms that they learned about.
- Does your student understand the 4 questions that Biologists ask when they are determining how to classify an organism? They will find these questions in the Characteristics of Classification reading - EXPLAIN
- Ask your student to show you pictures of the organisms they have been classifying into the 6 Kingdoms.

## For Students

- Students observe the characteristics of the organism in [Something To Consider](#). - ENGAGE.
- Students complete the [Characteristics of Organisms Graphic Organizer](#). Click on the video link for each section to hear the information needed to complete each section. - EXPLORE.
  - Students check their learning by matching the characteristic of classification with the definition. [Characteristics of Living Things Card Sort](#)
- Students read about the four questions that biologists ask when grouping organisms and will complete a graphic organizer. [Characteristics of Classification](#) - EXPLAIN.
  - Students identify who is being described in "Who Am I?" card sort
  - Students check their learning [Classification Check](#) and [Classification Check student page](#)
- Students learn about the [Categories of Classification](#) and complete a graphic organizer for [Domains & Kingdoms](#).
- Students extend their learning about Domains and Kingdoms. [Classifications of Organisms](#) - EXPLAIN.
- Students read [What's In A Name?](#) and answer the questions about classification.
- EVALUATE your ability to determine the characteristics of an organism in order to classify it within a Kingdom and Domain. [Taxonomy Of Organisms Challenge](#).

## Resources

- [Biology4Kids](#) go to Scientific Studies and click on the links for Taxonomy, Labels, Kingdoms
- [Classification Of Living Organisms Picture Vocabulary](#)
- [Domains & Kingdoms Graphic Organizer - KEY](#)
- [Taxonomy of Organisms Challenge Key](#)

# Grade 6 eLearning Guide - LANGUAGE ARTS

## Objectives

- Students continue their study of poetry.
  - Students analyze poetry in regards to figurative language, theme, and message.
  - Students compare and contrast 2 texts on a similar theme.
- Students read nonfiction and practice summarizing.
- Students analyze nonfiction in regards to the central idea and the details that support the central idea.
- Students research online and synthesize different articles on the same topic.
- Students evaluate both sides of an issue and pick a side that they agree with.

## Essential Question

- What makes someone an outsider?

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- If you have access to a printer, print the tasks below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions. If your student needs assistance with reading, see the note about Commonlit in the "Resources" section below.
- For the more difficult questions and the comparative task, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they've written aloud and revise their work for clarity.
- Complete this process for all lessons.
- Have students then follow the mini-research plan to create an argument for or against dress codes at school.

## For Students

- [Task 1](#): "I Ask My Mother to Sing"
- [Task 2](#): "The Negro Speaks of Rivers"
- [Task 3](#): Compare Texts
- [Task 4](#): "Female WWII Pilots: The Original Fly Girls"
- [Task 5](#): "Should Girls Be Allowed to Play High School Football?"
- [Task 6](#): Mini-Research Project
- Extension Activity:
  - Read a book for 30 minutes.
  - [Log](#) to keep track of reading.

## Resources

- [CommonLit](#) is offering free [parent accounts](#). Many of the reading assignments above come from CommonLit. If your student needs assistance with the readings, create an account, search for the article by title, and click the "Read Aloud" button.
- [Sora](#) is a free app with books and reading resources for students. Log in with SBISD credentials.
- [Noredink](#) is a free online writing platform. Students should start with the modules for "Sentences, Phrases, and Clauses."

# Grade 6 eLearning Guide - Social Studies

## Objectives

- Students will read articles and watch videos to learn about India.
- Students learn about topics related to India - the Caste system, Migration, and Challenges of Farming.
- Students will utilize different resources to help with their understanding of the content.
- Students will connect ideas they are learning to their own lives here in the United States.

## Essential Question

- What can we learn about a culture by studying the challenges faced by its people?

**Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.**

## For Parents

- Print the tasks below, or have your student copy the questions by hand.
- Have your student read the texts and take notes.
  - The texts may need to be read more than once for full understanding.
  - The videos provided also should help with understanding.
  - You may also allow your student to use a dictionary or online resource (such as <https://www.britannica.com>) to look up words or concepts they may not know.
- After reading, have your student answer the multiple choice questions as a check for understanding.
- For the open ended question, discuss ideas and brainstorm with your student prior to responding.
- Follow the same process for each article.

## For Students

- [Task 1](#): India's Caste System
  - Introduction [Video](#) to support the reading
- [Task 2](#): Indian migration
  - [Video](#) for a quick review of migration and push/pull factors
- [Task 3](#): The Challenges of Farming in India
  - [Video](#) about the challenges faced by Indian farmers
- [Task 4](#): Living in New Delhi: The Challenges of Modern Day India

## Resources

- [PBS World History](#)
- [History.com](#) resources on the culture, geography, and history of India