



MUSD Grade 6 Curriculum - Year at a Glance

Math

Unit Name	AZ State Standards	Overview	Assessment Overview
Module 1	6.RP.A.1 6.RP.A.2 6.RP.A.3 6.RP.A.3a 6.RP.A.3b 6.RP.A.3c 6.RP.A.3d	Ratios and Proportional Relationships In Module 1, students understand ratio concepts and use ratio reasoning to solve problems in real world situations.	<ul style="list-style-type: none"> ● Topic Quizzes ● Mid-Module Assessment ● End of Module Assessment ● District Summative Assessment
Module 2	6.NS.A.1 6.NS.B.2 6.NS.B.3 6.NS.B.4	Number Systems In Module 2, students apply and extend previous understandings of multiplication and division to divide fractions by fractions. They also compute fluently with multi-digit whole and decimal numbers	<ul style="list-style-type: none"> ● Topic Quizzes ● Mid-Module Assessment ● End of Module Assessment ● District Summative Assessment
Module 3	6.NS.C.5 6.NS.C.6 6.NS.C.6a 6.NS.C.6b 6.NS.C.6c 6.NS.C.7a 6.NS.C.7b 6.NS.C.7c 6.NS.C.7d 6.NS.C.8	Number Systems: Inequalities and Absolute Value In Module 3, students apply and extend previous understandings of rational numbers by ordering and comparing absolute value(s) using graphs and number lines with real-world and mathematical problems.	<ul style="list-style-type: none"> ● Topic Quizzes ● Mid-Module Assessment ● End of Module Assessment ● District Summative Assessment
Module 4	6.EE.A.1 6.EE.A.2 6.EE.A.2a 6.EE.A.2b 6.EE.A.2c 6.EE.A.3	Expressions, Equations, and Inequalities In Module 4, students write, evaluate, read, identify and apply algebraic expressions, equations, and inequalities to real world experiences.	<ul style="list-style-type: none"> ● Topic Quizzes ● Mid-Module Assessment ● End of Module Assessment ● District Summative Assessment

	6.EE.A.4 6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8 6.EE.C.9		
Module 5	Supporting Standards	Geometry In Module 5, students find area, surface area, and volume of geometric figures. They also represent 3D figures using nets, draw polygons in coordinate planes, and apply to real-world and mathematical problems.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module AssDistrict Summative Assessment
Module 6	Supporting Standards	Statistics and Probability In Module 6, students develop an understanding of statistical variability and summarize and describe distributions.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment

ELA			
Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	6.RL.1 6.RL.2 6.RL.3 6.RL.4 6.RI.1 6.RI.2 6.RI.4 6.RI.6 6.RI.8 6.W.3 6.SL.1 6.L.2 6.L.4	<p>This unit provides readings and discussion on the focus question: How do the connections you make with others affect your life—and theirs? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices and provides examples of how authors reveal their underlying messages about relationships • Recognizes the author’s choice of first, second, or third person and hypothesizes about the reasons for this decision • Identifies both the internal and external conflicts that affect the characters • Cites examples of the ways authors use imagery and descriptive language to reveal character and setting • Evaluates how an author adds authenticity to his or her work 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

<p>Unit 2</p>	<p>6.RL.1 6.RL.2 6.RL.3 6.RL.9 6.RI.1 6.RI.2 6.RI.4 6.RI.8 6.W.3 6.SL.1 6.L.2 6.L.4</p>	<p>This unit provides readings and discussion on the focus question: How do authors make ancient tales relevant and entertaining? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices elements from ancient myths in longer works of fantasy and how these familiar elements are reflected in characters, plot, and settings • Recognizes how authors use imagery and symbols to set the mood and reinforce the significance of story events • Provides examples of the ways in which authors incorporate humor and suspense into their narratives • Derives and critiques the moral lessons of both traditional myths and the modern interpretations of these tales 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
<p>Unit 3</p>	<p>6.RL.1 6.RL.2 6.RL.3 6.RL.4 6.RI.1 6.RI.2 6.RI.4 6.RI.6 6.W.2 6.W.3 6.SL.1 6.L.2 6.L.4</p>	<p>This unit provides readings and discussion on the focus question: How do authors help you envision creatures on a grand scale? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Uses the sensory imagery in poetry and prose texts to expand their understanding of the animals and habitats described • Notices how an author has organized an informational text and evaluates the quality and coherence of the presentation • Distinguishes between facts and opinions presented in texts • Notices and discusses significant information about huge animals from photos, illustrations, and graphics • Compares and contrasts the ways in which different authors address the same topic 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
<p>Unit 4</p>	<p>6.RL.1 6.RL.2 6.RL.3 6.RL.4 6.RL.9 6.RI.1 6.RI.2 6.RI.4 6.RI.6 6.RI.8 6.W.3 6.SL.1 6.L.2 6.L.4</p>	<p>This unit provides readings and discussion on the focus question: How do authors highlight the importance of recognizing your own capabilities? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Identifies internal and external conflicts that motivate characters' development • Notices and discusses what can be learned about characters from what other characters or the narrator says about them • Thinks deeply about how social issues as revealed in a text relate to the empowerment of an individual • Recognizes the significance of the narrative structure of a text • Derives and critiques the development of themes of responsibility and empowerment in texts 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

<p>Unit 5</p>	<p>6.RL.1 6.RL.2 6.RL.3 6.RL.4 6.RL.9 6.RI.1 6.RI.2 6.RI.4 6.RI.6 6.RI.8 6.RI.9 6.W.1 6.W.3 6.SL.1 6.L.2 6.L.4</p>	<p>This unit provides readings and discussion on the focus question: How does taking on new challenges create new possibilities? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices and understands how a writer uses temporal sequence, compare and contrast, or problem and solution within a text • Recognizes aspects of the narrative structure that contribute to appreciation of a text • Draws conclusions about how the time and place in which people live affect their worldviews and goals • Derives the author's purpose and stance on the people and key events in the text, even when not explicitly stated • Cites examples of how visuals enrich a text 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
<p>Unit 6</p>	<p>6.RL.1 6.RL.2 6.RL.3 6.RL.4 6.RI.1 6.RI.2 6.RI.4 6.RI.8 6.SL.1 6.L.1 6.L.2 6.L.4</p>	<p>This unit provides readings and discussion on the focus question: How do authors reveal what it takes to survive deprivation and danger? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices and discusses the problem in a survival story, the events of the story, and the problem's resolution • Hypothesizes and discusses the significance of setting with regard to character development and plot resolution • Recognizes the artistic aspects of the text that build suspense, including the use of imagery, narrative structure, and the pacing of the text • Notices how the author uses literary devices to create vivid descriptions 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

<h2 style="text-align: center;">Science</h2>			
<p>Unit Name</p>	<p>AZ State Standards</p>	<p>Overview</p>	<p>Assessment Overview</p>
<p>Unit 1</p>	<p>6.P1U1.3</p>	<p>Physical Science - Matter and Energy Students develop an understanding of forces and energy and how energy can transfer from one object to another or be converted from one form to another. They also develop an understanding of the nature of matter.</p>	<ul style="list-style-type: none"> • Performance Assessments

Unit 2	6.P2U1.4	Physical Science: Force Students develop an understanding of forces and energy and how energy can transfer from one object to another or be converted from one form to another. They also develop an understanding of the nature of matter.	<ul style="list-style-type: none"> ● Performance Assessments
Unit 3	6.L2U3.11 6.L2U3.12 6.L2U1.13 6.L2U1.14	Life Science: Ecosystems Students develop an understanding of the flow of energy in a system beginning with the Sun to and among organisms. They also understand that plants and animals (including humans) have specialized internal and external structures and can respond to stimuli to increase survival.	<ul style="list-style-type: none"> ● Performance Assessments
Unit 4	6.E2U1.7 6.E2U1.9	Earth Science: Sun, Earth, and Moon System Students develop an understanding of how the Sun provides light and energy for Earth systems and an understanding of the scale and properties of objects in the solar system and how forces (gravity) and energy cause observable patterns in the Sun-Earth-Moon system.	<ul style="list-style-type: none"> ● Performance Assessments

Social Studies

Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	6.SP1.2 6.SP1.4 6.SP2.1 6.SP2.2 6.SP3.1 6.SP3.2	Agriculture and Human Civilization Was the Development of Agriculture Good for Humans? This inquiry provides students with an opportunity to investigate the role of agriculture in the growth of complex societies. Students will examine sources related to the development of agriculture, the emergence of ancient writing in Mesopotamia, and the rise of social inequalities as they construct an argument in response to the compelling question “Was the development of agriculture good for humans?” This question takes advantage of students’ intuitive understanding that the development of agriculture was essential and advantageous for humans, and then offers them a chance to explore some of the intended and unintended consequences of agriculture.	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task
Unit 2	6.SP3.6 6.SP3.7 6.SP4.1 6.SP4.2	World Religions Does Religious Freedom Exist? This inquiry focuses on the concept of religious freedom driven by the compelling question “Does religious freedom exist?” The question establishes the importance of religious freedom and tolerance as a way for students to learn about world religions. In learning more about the compelling question, students identify the major beliefs of world religions and begin to recognize	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task

		similarities and differences. Through the examination of sources about the practices and geographic distribution of world religions, students develop a comparative understanding of major religions. They extend their emerging understanding by investigating how the concept of religious freedom has emerged over time and examining the current status of religious freedom around the world.	
Unit 3	6.SP1.1 6.SP1.2 6.SP1.3 6.SP1.4 6.SP2.1 6.SP2.2 6.SP3.1 6.SP3.2 6.SP3.5 6.SP3.6 6.SP3.7 6.SP4.1 6.SP4.2	<p>Can Disease Change the World?</p> <p>This inquiry is framed by the compelling question “Can disease change the world?” Among the many catastrophic global pandemics in history, perhaps none achieved the notoriety of the Black Death. The Black Death was a massive outbreak of the bubonic plague caused by infectious bacteria. Thought by scientists to have been spread by contaminated fleas on rats and/or other rodents, the Black Death quickly decimated entire families and communities. In doing so, the Black Death led more than one observer of the time to ponder whether the apocalypse had begun. The Black Death began and first spread on the Silk Roads through central Asia in the early 14th century, and by mid-century moved via merchant ships into North Africa and Europe, where it would kill nearly one-half of the population. It took almost 150 years for Europe’s population to recover. By investigating the compelling question “Can disease change the world?” students consider the causes, symptoms, and reasons for the rapid geographic expansion of the disease and how this pandemic affected people of the 14th century and beyond. Through their investigation of sources in this inquiry, students should develop an understanding of the consequences of the Black Death and an informed awareness of the importance of preparing for future diseases and possible pandemics.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task
Unit 4	6.SP1.1 6.SP1.2 6.SP2.2 6.SP3.6 6.SP3.7 6.SP4.1 6.SP4.2	<p>The Renaissance</p> <p>How did the Renaissance change man’s view of the world?</p> <p>This inquiry leads students through an investigation of The Renaissance. We explore the reinstatement of the silk road trade as the world recovers from sickness and disease. The inquiry starts with a brief introduction of the time period and then works in the reformation with a focus on the changes that occur in art and technology.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task