

Washburn Elementary Curriculum: 6th Grade

Quarter 1

English Language Arts

- **W.6.2.c Write text in a variety of modes: Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.**
- W.6.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. d. Maintain consistency in style and tone.
- L.6.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- L.6.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b. Interpret figures of speech (e.g., personification) in context. c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words. d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- L.6.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
- L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Use of objective, subjective, possessive, and intensive pronouns b. Strategies to improve expression in conventional language.
- L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Commas, parentheses, and dashes b. Correct spelling.
- R.6.3 In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution (RL). In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed (RI).

Washburn Elementary Curriculum: 6th Grade

- R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL). In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Mathematics

- M.6.NS.B.2 Flexibly and efficiently divide multi-digit whole numbers using strategies or algorithms based on place value, area models, and the properties of operations.
- **M.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.**
- M.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents
- M.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers
- **M.6.NS.A.1 Interpret, represent and compute division of fractions by fractions; and solve word problems by using visual fraction models (e.g., tape diagrams, area models, or number lines), equations, and the relationship between multiplication and division.**
- M.6.NS.B.3 Flexibly and efficiently add, subtract, multiply, and divide multi-digit decimals using strategies or algorithms based on place value, visual models, the relationship between operations and the properties of operations.

Science

- MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object
- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Social Studies

- **SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).**
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people

Washburn Elementary Curriculum: 6th Grade

from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

- SS.Geog1.c.m Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.
- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
- **SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.**
- SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
- SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

Quarter 2

English Language Arts

- **R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI&RL).**
- **R.6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text (RI &RL).**
- R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI&RL).
- R.6.5 In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot (RL). In

Washburn Elementary Curriculum: 6th Grade

informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas (RI).

- R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL). In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).
- R.6.7 Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject (RI&RL).
- **W.6.2.b Write text in a variety of modes: Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- W.6.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.

Mathematics

- **M.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers**
- M.6.EE.A.3 Apply the properties of operations to generate equivalent expressions.
- M.6.EE.A.4 Identify when two expressions are equivalent (e.g., when the two expressions name the same number regardless of which value is substituted into them).
- M.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- **M.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.**
- M.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate
- M.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- M.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
- M.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number lines, or equations.

Science

- MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

Washburn Elementary Curriculum: 6th Grade

- MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Social Studies

- SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
- **SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.**
- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
- SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
- **SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).**
- SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.
- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
- SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
- SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).

Washburn Elementary Curriculum: 6th Grade

Quarter 3

English Language Arts

- W.6.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- **W.6.2.a Write text in a variety of modes: Write arguments to support claims with clear reasons, relevant evidence, and literary theory.**
- **W.6.3 Create writing that utilizes: a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.**
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **SL.6.3 Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**
- R.6.8 Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not (RI).

Mathematics

- M.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem
- M.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- **M.6.NS.C.6 Understand a rational number as a point on the number line.**
- M.6.NS.C.7 Understand ordering and absolute value of rational numbers.
- M.6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.
- **M.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.**
- M.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number lines, or equations.
- M.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true?
- M.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem

Washburn Elementary Curriculum: 6th Grade

- M.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
- M.6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.
- M.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another

Science

- MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Social Studies

- **SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.**
- SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.
- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region)
- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects or issues or events within and across time periods, events, or cultures
- SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

Washburn Elementary Curriculum: 6th Grade

- SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.
- SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.

Quarter 4

English Language Arts

- **W.6.7 Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**
- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.
- **SL.6.5 Include multimedia components and visual displays in presentations to clarify and enhance information.**
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Mathematics

- **M.6.G.A.2 Find volumes of right rectangular prisms with fractional edge lengths by using physical or virtual unit cubes**
- **M.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.**
- M.6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- **M.6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.**
- **M.6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.**
- M.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Washburn Elementary Curriculum: 6th Grade

- M.6.SP.B.5 Summarize numerical data sets in relation to their context, such as by: (A, B, C, D)

Science

- MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Social Studies

- **SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.**
- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.
- SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
- SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.
- SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.
- SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
- SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.
- SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
- SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.
- SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
- SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).

Washburn Elementary Curriculum: 6th Grade

- SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
- SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.