

# WBAIS MIDDLE SCHOOL: Grade 6

SUBJECT	August	September	October	November	December	January	February	March	April	May/June	
	<b>Trimester I</b>			<b>Trimester II</b>			<b>Trimester III</b>				
<b>MATH</b>	Beginning of the Year Assessment: Grade level standards (Shared with Students/Curriculum Coordinator/Parents – Conference Day) Beginning/End of the Year GRADE 6 Math Assessment										
	Review: Operations with Whole Numbers and Decimals (Ratios and Proportions; Geometry; Fractions, Decimals, and Percents; Measurement and Data Analysis) Ongoing Consideration: Problem Solving to support Flexible Thinking and Application; Geometry- Where/When/How										
	Unit: Decimals and Integers Review: Place Value / Rounding		Factors, Multiples, Primes, and Divisibility		Operations with Fractions			Decimals, Fractions, and Percents		Ratios, Rates and Proportions	Probability and Final Project
<b>SCIENCE: Systems!</b>	<i>Investigation and Experimentation</i>		Measurement	<i>NESA Virtual Science Fair</i> → Atmosphere and Weather <i>What is the role of energy in our world?</i>			Fresh Water Systems	Planet Earth- From the Inside-Out! Systems and Processes	Geologic Phenomenon:	Rock Classification	Astronomy
<b>SOCIAL STUDIES: Interaction!</b>	Five Themes of Geography: Location (Relative/Exact), Place, Human/Environment Interaction, Movement, Region										
	Past and Present Connections: Learning from the Past to Understand our Present			Why Does Greece Matter? Understanding Civilizations			Rome: Building Up and Falling Down- and don't forget about the role of religion!			Medieval Japan and how it compares with Europe! Feudal Japan to the Industrial Revolution	
<b>READING: Reader's Workshop</b>	Building on prior skills and move forward with increasing power and independence in a workshop setting. They learn how to choose books they can read with ease, pay attention to characters and to story elements; and they envision, predict, develop theories, and think across books they have read. In addition, they develop a repertoire of strategies so they can read more complex works accompanied by more intellectual thought and in turn, writing.										
<b>Mentor Books</b>	Agency and Independence	Character Work and Interpretation <i>Frog and Toad are Friends</i>	Nonfiction Reading		Historical Fiction <i>What to Do About Alice</i> <i>A Boy Called Slow</i>		Poetry <i>Baseball, Snakes and Summer Squash</i>	Developing Analytical Reading	Social Issues Book Clubs	Author Studies to Independent Projects	
<b>WRITING: Writer's Workshop</b>	Moving along the writing continuum. →										
	Prewriting, Organization, and Editing										
	Personal Narrative: Generating Ideas	Narrative: Story Elements <i>Story: Believable Character (their age/younger/same sex); Problem; Setting; Dialogue</i>	Nonfiction <i>Story: Elements of the fictional period wrinkled strategically throughout</i> <i>Auto/Biography: Essay of Lessons Learned by the subject of the book or the reader.</i>			Poetry <i>Poetry Anthology: Volume and Stamina, Style, Exploration and Voice</i>		Research <i>Journalistic Stance: Overall Approach Writing in the Digital</i>		Choice	
<b>Mentor Books</b>	<i>When I was Young in the Mountains</i> <i>The Hard-Times Jar</i> <i>What You Know First</i>	<i>Brave Irene</i>	<i>Shortcut</i>		<i>Baseball, Snakes and Summer Squash</i>						
<b>Grammar</b>	<b>Grammar Scope and Sequence (Excel Document):</b> Paragraph appropriately; Write in complete sentences, varying the kinds of sentences; Avoid run-ons or fragments in sentences; Use simple, compound, and complex sentences; Demonstrate control over the uses of various kinds of subjects, verbs, and compliments; Use conjunctions and prepositions to connect ideas meaningfully; Capitalize and punctuate correctly for grade level; Use correct subject/verb and pronoun/antecedent agreement; Use consistent verb tense or shift appropriately; Use adjectives and adverbs appropriately; Recognize and use interjections in a meaningful way, and; Recognize and apply spelling rules for compound words, plural nouns, and other commonly misspelled word										

ELL I	<i>Language and the Environment:</i> Population, Statistics, Inequality, Resources								
	<i>What are human rights and a need?</i>								
	People in the Global Village	World Religion	A Cold Climate		The Desert	Monsoon	The Rainforest	Water: A Precious Resource	Human Rights
	Population, Statistics, Inequality, Resources		Cold Climates: Where? Who? What? How? Why? Focusing on Place---Regions/Human Interaction		<i>Desert Regions: Focusing on Place (Middle East/N. Africa)</i>	<i>Living in a Monsoon Region (India)</i>	Living in a Rainforest (Caribbean)	Research Project	Identity, Justice
ELL II	How do people influence change?								
	Diversity in a Global Village								
	<i>Issues of Diversity: Opposing Beliefs/Cultural Differences</i>	Contemporary Religious Life	<i>Democracy, Rights, Citizenship</i> <i>Drawing Connections b/w the democracy and mythology of Ancient Greece (Odyssey) to Star Wars</i>			<i>Consumption, Globalization</i> <i>Globalization Project</i>		<i>Voices and Choices</i> <i>When is a civil right applicable?</i> <i>What is racism?</i> <i>What are women's rights?</i> <i>What are the rights of the child?</i>	
<i>Issues of Diversity: Opposing Beliefs/Cultural Differences</i>	<i>Contemporary Religious Life</i>	People of Purpose	Ancient Greece	Star Wars	Ancient China	Modern China	Civil Right	<i>Contemporary Issues in our Present Day World</i>	