



Mesquite ISD Curriculum Sequence

Sixth Grade - First Reporting Period

English Language Arts/Reading

Universal Screener in Reading

Comprehension
Monitor comprehension and realize when it breaks down. Take actions to restore understanding.
Read and analyze short stories and memoirs and connect them to expository text.
Make connections and ask questions about reading.
Identify the author's purpose and how he communicates that purpose in his writing.
Draw inferences and support those conclusions with text evidence.
Summarize plot development.
Describe different points of view in fiction.
Recognize the use of dialect and conversation and its use in fiction.
Understand how figurative language and structural elements contribute to the meaning of a poem.

Vocabulary

Use word structure including Latin and Greek roots to determine word meaning.
Determine word meaning using context clues.

Reading Fluency

Develop fluency in reading using phrasing, reader's theater, quick word charts and choral reading.
Practice reading independently for longer periods of time to build reading stamina.

Writing

Discuss and practice the steps of the writing process.
Write in the personal narrative format.
Write responses to literary texts using the writing process.
Practice the six traits of good writing.

Conventions of Writing

Review sentence structure and the types of sentences, avoiding fragments and run-ons.
Understand and use nouns and verbs correctly.

Math

Mathematical Process Standards

6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G

6.2A Classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers.

6.2B Identify a number, its opposite, and its absolute value.

6.2C Locate, compare, and order integers and rational numbers using a number line.

6.2D Order a set of rational numbers arising from mathematical and real-world contexts.

6.2E Extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where b does not equal 0.

6.3C Represent integer operations with concrete models and connect the actions with the models to standardized algorithms.

6.3D Add, subtract, multiply, and divide integers fluently.

6.7A Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.

Science

Unit One: Organisms and Environments

Duration 4 Weeks

TEKS:

(12) Organisms and Environments.

The student is expected to:

- (A) understand that all organisms are composed of one or more cells;
- (B) recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic;
- (C) recognize that the broadest taxonomic classification of living organisms is divided into currently recognized Domains;
- (D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms;
- (E) describe biotic and abiotic parts of an ecosystem in which organisms interact; and
- (F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.

Core Lessons

1. The Cell TEKS 6.12A, B
2. What is in Name? TEKS 6.12C
3. How Can We Tell Them Apart? TEKS 6.12D
4. Ecosystems, Ecosystems, Ecosystems TEKS 6.12E, F

Unit Two: Matter

Duration 9 weeks (This unit starts in week 4 of the 1st reporting period and continues 5 weeks into the second.)

Social Studies

Students will identify the 5 Themes of geography [location, place, human-environment interaction, region, movement].

Students will use latitude and longitude to determine location.

Students will identify tools to study the world [GPS, GIS remote sensing].

Students will analyze thematic maps.

Students will identify and describe the effects of processes of the physical environment.

Students will identify ways in which the geography influences how people live.
Students will describe rights, responsibilities, duties, and freedom of citizens.

Students will describe patterns of population.

Students will define culture and the common traits of culture.

Students will compare and contrast limited and unlimited governments.
Students will compare and contrast economic systems.

Students will identify major physical features of the United States.

Students will trace the history of the United States.

Students will identify institutions basic to societies [culture, economy].



Mesquite ISD Curriculum Sequence

Sixth Grade - Second Reporting Period

English Language Arts/Reading	Math	Science	Social Studies
<p>Comprehension Summarize the main idea and supporting details in expository text. Analyze how the organization of a text influences the relationship of ideas. Paraphrase and summarize texts. Interpret information from maps, charts, and graphs. Identify the characteristics of literary nonfiction. Analyze and make inferences about expository and persuasive texts using text evidence. Make connections across texts and make inferences using text evidence. Understand how figurative language and structural elements contribute to the meaning of a poem.</p> <p>Vocabulary Use word structure including Latin and Greek roots to determine word meaning. Determine word meaning using context clues.</p> <p>Reading Fluency Develop fluency in reading using phrasing, reader's theater, quick word charts and choral reading. Practice reading independently for longer periods of time to build reading stamina.</p> <p>Writing Discuss and practice the steps of the writing process. Write expository texts being sure to have a central controlling idea. Write in the persuasive format including letters of persuasion. Practice the six traits of good writing.</p> <p>Conventions of Writing Understand and use adjectives and adverbs correctly, including comparative and superlative forms, adverbial phrases and avoiding misplaced modifiers. Understand active and passive voice in verbs.</p>	<p>Mathematical Process Standards 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.3A Recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values. 6.3B Determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one. 6.3E Multiply and divide positive rational numbers fluently. 6.4C Give examples of ratios as multiplicative comparisons of two quantities describing the same attribute. 6.4D Give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. 6.4E Represent ratios and percents with concrete models, fractions, and decimals. 6.7A Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization. 6.7B Distinguish between expressions and equations verbally, numerically, and algebraically. 6.7C Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic expressions. 6.7D Generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties. 6.9A Write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. 6.9B Represent solutions for one-variable, one-step equations and inequalities on number lines. 6.9C Write corresponding real-world problems given one-variable, one-step equations or inequalities. 6.10A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. 6.10B Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.</p>	<p>Unit Two: Matter</p> <p>TEKS:</p> <p>(5) Matter and Energy. The student knows the differences between elements and compounds.</p> <p>(6) Matter and Energy. The student knows matter has physical properties that can be used for classification.</p> <p>Core Lessons</p> <ol style="list-style-type: none"> 1. Atoms, Molecules, Elements and Compounds. TEKS 6.5A,C, 2. The Periodic table. TEKS 6.5A, 6.6A 3. Elements of the world 6.5B 4. Mineral Identification TEKS 6.6C 5. Properties of Metals and non Metals TEKS 6.6A 6. Density TEKS 6.6B <p>Chemical Change TEKS 6.5D</p> <p>Week 6</p> <p>Unit Three: Motion and Force</p> <p><i>Duration 7 Weeks</i> (This unit starts on week 6 and continues 3 weeks into the next reporting period)</p> <p>TEKS:</p> <p>(6.8) Force, Motion, and Energy. The student knows force and motion are related to potential and kinetic energy.</p> <p>The student is expected to:</p> <p>Core Lessons</p> <ol style="list-style-type: none"> 1. Kinetic and Potential TEKS 6.8.A 2. Speed Distance and Motion TEKS 6.8C 6.8D 3. Motion TEKS 6.8B 4. Simple Machines Ramps TEKS 6.8E 5. Simple Machines Pulleys TEKS 6.8E 	<p>Students will identify examples of conflict between cultures.</p> <p>Students will describe ways people can organize government.</p> <p>Students will compare and contrast regions based on economies.</p> <p>Students will describe the government and culture of a region.</p> <p>Students will describe how geography affects the economy of a region.</p> <p>Students will explain economic development of a region.</p> <p>Students will identify physical features of a region.</p> <p>Students will trace the history of the Caribbean Islands and Cuba.</p> <p>Students will compare different types of economic systems.</p> <p>Students will identify major physical features of the region.</p> <p>Students will describe the natural resources of a region.</p> <p>Students will examine ways migration influences the character of a place.</p> <p>Students will identify transportation corridors in a region.</p> <p>Students will trace the history of a region.</p> <p>Students will trace the history of a region.</p> <p>Students will explain cooperation between cultures.</p> <p>Students will identify geographic features.</p>