

6th Grade
Quarter 1: Syllabus

The chart below outlines the instructional focus per subject for the 1st quarter.
If you have any questions, please reach out to your student's teacher.

English Language Arts/Reading

Students will:

- Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.
- Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.
- Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.
- Participate in collaborative discussions using information from a source.
- Participate in collaborative discussions about literary devices and elements found in prose and poetry.

(Additional foundational standards will be in constant review daily.)

Math

Students will:

- Use positive rational numbers.
- Understand integers, rational numbers, and absolute values.
- Graph points with rational coordinates.

Social Studies

Students will:

- Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.
- Describe reform movements and changing social conditions during the Progressive Era in the United States Relating countries of origin and experiences of new immigrants to life in the United States.
- Identify causes and consequences of World War I and reasons for the United States' entry into the war.
- Identify cultural and economic developments in the United States from 1900 through the 1930s.

Science

Students will:

- Integrate qualitative scientific and technical information (e.g., weather maps; diagrams; other visualizations, including radar and computer simulations) to support the claim that motions and complex interactions of air masses result in changes in weather conditions.
 - Use various instruments (e.g., thermometers, barometers, anemometers, wet bulbs) to monitor local weather and examine weather patterns to predict various weather events, especially the impact of severe weather (e.g., fronts, hurricanes, tornados, blizzards, ice storms, droughts).
- Use models (e.g., diagrams, maps, globes, digital representations) to explain how the rotation of Earth and unequal heating of its surface create patterns of atmospheric and oceanic circulation that determine regional climates.
 - Use experiments to investigate how energy from the sun is distributed between Earth's surface and its atmosphere by convection and radiation (e.g., warmer water in a pan rising as cooler water sinks, warming one's hands by a campfire).
- Analyze and interpret data (e.g., tables, graphs, maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; rates of human activities) to describe how various human activities (e.g., use of fossil fuels, creation of urban heat islands, agricultural practices) and natural processes (e.g., solar radiation, greenhouse effect, volcanic activity) may cause changes in local and global temperatures over time.
- Analyze evidence (e.g., databases on human populations, rates of consumption of food and other natural resources) to explain how changes in human population, per capita consumption of natural resources, and other human activities (e.g., land use, resource development, water and air pollution, urbanization) affect Earth's systems.
- Implement scientific principles to design processes for monitoring and minimizing human impact on the environment (e.g., water usage, including withdrawal of water from streams and aquifers or construction of dams and levees; land usage, including urban development, agriculture, or removal of wetlands; pollution of air, water, and land).*

Reminders

- We teach the academic standards adopted and approved by the State of Alabama Department of Education. The standards may be found at the website linked [HERE](https://www.alabamaachieves.org/acad-stand/) and may also be found by visiting <https://www.alabamaachieves.org/acad-stand/>.
- A chart listing the curriculum resources is available on the school and district websites.