6th	Grade 6 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

WORLD HISTORY & GEOGRAPHY				
	GEOGRAPHY	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
WH-1A. Spatial Sense (Working with maps, globes, & other geographic tools)	SPATIAL SENSE o By 6th Grade, students should have a good working knowledge of map-reading skills, as well as geographic terms and features introduced in earlier grades. o As necessary, review and reinforce topics from earlier grades, including: • Continents and major oceans • How to read maps and globes using longitude and latitude, coordinates, degrees • Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature • Climate zones: Arctic, Tropic, Temperate • Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) • Arctic Circle (imaginary lines and boundaries) and Antarctic Circle			
WH-1B. Great Deserts	GREAT DESERTS OF THE WORLD o What is a desert? Hot and cold deserts o Major deserts in: • Africa: Sahara, Kalahari • Australia: a mostly desert continent • Asia: Gobi; much of Arabian Peninsula • North America: Mojave, Chihuahuan, Sonoran • South America: Patagonia			
	LASTING IDEAS FROM ANCIENT CIVILIZATIONS	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
WH-2A. Religions General Info	Since religion is a shaping force in the story of civilization, the curriculum sequence introduces students in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology, but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. Review of major religions introduced in earlier grades is recommended: Hinduism (2nd), Islam (4th), and Buddhism & Shintoism (5th)			
WH-2A. Judaism & Christianity	JUDAISM AND CHRISTIANITY o Basic ideas in common • The nature of God and of humanity • Hebrew Bible and Old Testament of Christian Bible o Judaism: central ideas and moral teachings • Torah, monotheism • The idea of a "covenant" between God and man • Concepts of law, justice, and social responsibility: the Ten Commandments			

WH-2A. Judaism & Christianity (continued)	o Christianity: central ideas and moral teachings • New Testament • The Sermon on the Mount and the two "great commandments" (Matthew 22:37-40) o Geography of the Middle East • Birthplace of major world religions: Judaism, Christianity, Islam • Anatolian Peninsula, Arabian Peninsula • Mesopotamia, Tigris and Euphrates Rivers • Atlas Mountains, Taurus Mountains • Mediterranean Sea, Red Sea, Black Sea, Arabian Sea, Persian Gulf • The "Silk road" • Climate and terrain: vast deserts (Sahara, Arabian)			
WH-2B. Ancient Greece	ANCIENT GREECE o The Greek polis (city-state) and patriotism o Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women) • The Assembly • Suffrage, majority vote o The "classical" ideal of human life and works • The ideal of the well-rounded individual and worthy citizen • Pericles and the "Golden Age" • Architecture: the Parthenon • Games: The Olympics o Greek wars: victory and hubris, defeat and shame • Persian Wars: Marathon, Thermopylae, Salamis • The Peloponnesian War: Sparta defeats Athens o Socrates and Plato • Socrates was Plato's teacher, we know of him through Plato's writings. • For Socrates, wisdom is knowing That you do not know. • The trial of Socrates o Plato and Aristotle • Plato was Aristotle's teacher. • They agreed that reason and philosophy should rule our lives, not emotion and rhetoric. • They disagreed about where true "reality" is: Plato says it is beyond physical things in ideas (cf. the "allegory of the cave"); Aristotle says reality is only in physical things. o Alexander the Great and the spread of Greek ("Hellenistic") culture: the library at Alexandria			

6th	Grade 6 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		
WH-2C. Ancient Rome	ANCIENT ROME o Briefly review from grade 3: Romulus and Remus, Roman gods, legends, daily life, etc. o The Roman Republic • Builds upon Greek and classical ideals • Class and status: patricians and plebeians, slaves • Roman government: consuls, tribunes, and senators o The Punic Wars: Rome vs. Carthage o Julius Caesar o Augustus Caesar • Pax Romana • Roman law and the administration of a vast, diverse empire • Virgil, *The Aeneid*: epic on the legendary origins of Rome o Christianity under the Roman Empire • Jesus's instruction to "Render unto Caesar the things which are Caesar's, and unto God the things that are God's" [Matthew 22:21] • Roman persecution of Christians • Constantine: first Christian Roman Emperor o The "decline and fall" of the Roman Empire • Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions vs. inner forces such disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors) • Rome's "decline and fall" perceived as an "object lesson" for later generations and societies			
	THE ENLIGHTENMENT	Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-3. Enlightenment	• Faith in science and human reason, as exemplified by: o Isaac Newton and the laws of nature o Descartes: "cogito ergo sum" • Two ideas of "human nature": Thomas Hobbes and John Locke o Hobbes: the need for a strong governing authority as a check on "the condition of man…[which] is a condition of war of everyone against everyone" o Locke: the idea of man as a "tabula rasa" and the optimistic belief in education; argues against doctrine of divine right of kings and for government by consent of the governed • Influence of the Enlightenment on the beginnings of the United States o Thomas Jefferson: the idea of "natural rights" in the Declaration of Independence o Montesquieu and the idea of separation of powers in government			

6th	Grade 6 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

THE FRENCH REVOLUTION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-4. French Revolution	• The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France • The American Revolution: the French alliance and its effects on both sides • The Old Regime in France (*L'Ancien Regime)* o The social classes: the three Estates o Louis XIV: the "Sun King": Versailles o Louis XV: "*Apres moi, le deluge*" o Louis XVI : the end of the Old Regime • Marie Antoinette: the famous legend of "Let them eat cake" • 1789: from the Three estates to the National Assembly o July 14, Bastille Day o Declaration of the Rights of Man o October 5, Women's March on Versailles o "Liberty, Equality, Fraternity" • Louis XVI and Marie Antoinette to the guillotine • Reign of Terror: Robespierre, the Jacobins, and the "Committee of Public Safety" • Revolutionary arts and the new classicism • Napoleon Bonaparte and the First • French Empire • Napoleon as military genius o Crowned Emperor Napoleon I: reinventing the Roman Empire o The Invasion of Russia o Exile to Elba o Wellington and Waterloo			
ROMANTICISM		**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
WH-5. Romanticism	• Beginning in early nineteenth century Europe, Romanticism refers to the cultural movement characterized by: o The rejection of classicism and classical values o An emphasis instead on emotion and imagination (instead of reason) o An emphasis on nature and the private self (instead of society and man in society) • The influence of Jean-Jacques Rousseau's celebration of man in a state of nature (as opposed to man in society): "Man is born free and everywhere he is in chains"; the idea of the "noble savage" • Romanticism in literature, the visual arts, and music			
INDUSTRIALISM, CAPITALISM, & SOCIALISM		**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Note:	In 6th grade, World History guidelines catch up chronologically with American History guidelines. World History scope and sequence takes students to consequences of industrialization in mid-nineteenth century, and this is where American History guidelines begin. See American History section for Grade 6: Industrialization and Urbanization.			

6th	Grade 6 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		
WH-6A. Industrial Revolution	THE INDUSTRIAL REVOLUTION o Beginnings in Great Britain • Revolution in transportation: canals, railroads, new highways • Steam power: James Watt o Revolution in textiles: Eli Whitney and the cotton gin, factory production o Iron and steel mills o The early factory system • Families move from farm villages to factory towns • Unsafe, oppressive working conditions in mills and mines • Women and child laborers • Low wages, poverty, slums, disease in factory towns • Violent resistance: Luddites			
WH-6B. Capitalism	CAPITALISM o Adam Smith: idea of laissez faire vs. government intervention in economic and social matters o Law of supply and demand o Growing gaps between social classes: Disraeli's image of "two nations" (rich and poor)			
WH-6C. Socialism	SOCIALISM o An idea that took many forms all of which had in common their attempt to offer an alternative to capitalism • For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth o Marxism: the Communist form of Socialism • Karl Marx & Friedrich Engels, The Communist Manifesto: "Workers of the world, unite!" • Class struggle: bourgeoisie and proletariat • Communists, in contrast to Socialists, opposed all forms of private property.			
LATIN AMERICAN INDEPENDENCE MOVEMENTS		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-7A. History	HISTORY o The name "Latin America" comes from the Latin origin of the languages now most widely spoken (Spanish and Portuguese). o Haitian revolution • Toussaint L'Ouverture / Abolition of West Indian slavery o Mexican revolutions • Miguel Hidalgo / José María Morelos • Santa Anna v. the United States • Benito Juárez / Pancho Villa / Emiliano Zapata o Liberators • Simon Bolivar • José de San Martín • Bernardo O'Higgins o New nations in Central America : Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua o Brazilian independence from Portugal			

6th	Grade 6 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

WH-7B. Geography	GEOGRAPHY OF LATIN AMERICA o Mexico: Yucatan Peninsula, Mexico City o Panama: isthmus, Panama Canal o Central America and South America: locate major cities and countries including: • Caracas (Venezuela) • Bogota (Columbia) • Quito (Ecuador) • Lima (Peru) • Santiago (Chile) • La Paz (Bolivia) o Andes Mountains o Brazil : largest country in South America, rain forests, Rio de Janeiro, Amazon River o Argentina: Rio de la Plata, Buenos Aires, Pampas			
AMERICAN HISTORY & GEOGRAPHY				
	IMMIGRATION, INDUSTRIALIZATION, & URBANIZATION	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
General:	The 6th grade American History guidelines pick up chronologically with the World History guidelines on mid-nineteenth century industrialism and its consequences.			
AH-1A. Immigration	IMMIGRATION o Waves of new immigrants from about 1830 onward • Great migrations from Ireland (potato famine) and Germany • From about 1880 on, many immigrants arrive from southern and eastern Europe. • Immigrants from Asian countries, especially China • Ellis Island, "The New Colossus" (poem on the Statue of Liberty, • written by Emma Lazarus) • Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco o The tension between ideals and realities • The metaphor of America as a "melting pot" • America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism" • Resistance to Catholics and Jews • Chinese Exclusion Act			
AH-1B. Industrialization & Urbanization	INDUSTRIALIZATION AND URBANIZATION o The post-Civil War industrial Boom • The "Gilded Age" • The growing gap between social classes • Horatio Alger and the "rags to riches" story			

AH-1B. Industrialization & Urbanization (cont.)	• Growth of industrial cities: Chicago, Cleveland, Pittsburgh • Many thousands of African-Americans move north. • Urban corruption, "machine" politics: "Boss" Tweed in New York City, Tammany Hall o The condition of labor • Factory conditions: "sweat shops," long work hours, low wages, women and child laborers • Unions: American Federation of Labor, Samuel Gompers • Strikes and retaliation: Haymarket Square: Homestead, Pennsylvania • Labor Day o The growing influence of big business: industrialists and capitalists • "Captains of industry" and "robber barons": Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt • John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts • Capitalists as philanthropists (funding museums, libraries, universities, etc.) o "Free enterprise" vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies			
	REFORM	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
AH-2. Reform	REFORM o Populism • Discontent and unrest among farmers • The gold standard vs. "free silver" • William Jennings Bryan o The Progressive Era • "Muckraking": Ida Tarbell on the Standard Oil Company; Upton Sinclair, The Jungle, on the meat packing industry • Jane Addams: settlement houses • Jacob Riis, *How the Other Half Lives*: tenements and ghettos in the modern city • President Theodore (Teddy) Roosevelt: conservation and trust-busting o Reform for African-Americans • Ida B. Wells: campaign against lynching • Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, "Cast down your bucket where you are" • W.E.B. DeBois: founding of NAACP, "The problem of the twentieth century is the problem of the color line," *The Souls of Black Folk* o Women's suffrage • Susan B. Anthony • Nineteenth Amendment (1920) o The Socialist critique of America: Eugene V. Debs			

College & Career Ready Standards	Grade 6 LANGUAGE: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

CONVENTIONS OF STANDARD ENGLISH		Weeks 1-3	Weeks 4-6	Weeks 7-9
Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*			
Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.			
KNOWLEDGE OF LANGUAGE		**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Language Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*			

College & Career Ready Standards	Grade 6 LANGUAGE: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

VOCABULARY ACQUISITION AND USE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Language Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference material s (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word and determine or clarify its precise meaning in context or in a dictionary. d. 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).			
Language Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category,) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).			
Language Standard 6: Acquire & use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, & listening at the college /career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Math Cluster	Grade 6 MATH: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, activity, etc.)

RATIOS & PROPORTIONAL RELATIONSHIPS (6.RP)			Weeks 1-3	Weeks 4-6	Weeks 7-9
Understand ratio concept and use ratio reasoning to solve problems.	**1.**	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*			
	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. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*			
	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 line diagrams, or equations.			
	3a.	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.			
	3b.	Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*			
	3c.	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part of the percent.			
	3d.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.			
THE NUMBER SYSTEM (6.NS)			**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Apply and extend previous understandings of multiplication and division to divide by fractions.	**1.**	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4 -cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*			

Math Cluster	Grade 6 MATH: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, activity, etc.)		
Compute fluently with multi-digit number and find common factors and multiples.	**2.**	Fluently divide multi-digit numbers using the standard algorithm.			
	3.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.			
	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. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9+ 2).*			
Apply and extend previous understandings of numbers to the system of rational numbers.	**5.**	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.			
	6.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.			
	6a.	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e/g., -(-3) = 3, and that 0 is its own opposite.			
	6b.	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.			
	6c.	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.			
	7.	Understand ordering and absolute value of rational numbers.			
	7a.	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*			

Math Cluster	Grade 6 MATH: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, activity, etc.)		

	7b.	Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.*			
	7c.	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in real-world situation. *For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.*			
	7d.	Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*			
	8.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			
EXPRESSIONS & EQUATIONS (6.EE)			**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Apply and extend previous understandings of arithmetic to algebraic expressions.	**1.**	Write and evaluate numerical expressions involving whole-number exponents.			
	2.	Write, read, and evaluate, expressions in which letters stand for numbers.			
	2a.	Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*			
	2b.	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*			
	2c.	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V=s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s= 1/2.*			

Math Cluster	Grade 6 MATH: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, activity, etc.)		
Apply and extend previous understandings of arithmetic to algebraic expressions (cont.).	**3.**	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*			
	4.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*			
Reason about and solve one-variable equations and inequalities.	**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? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.			
	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.			
	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.			
	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. Recognize that inequalities of the form $x > c$ *or* $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.			
Represent and analyze quantitative relationships between dependent and independent variables.	**9.**	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tales, and relate these to the equation. *For example, in a problem involving motion oat constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*			

Math Cluster	Grade 6 MATH: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, activity, etc.)

		GEOMETRY (6.G)	Weeks 1-3	Weeks 4-6	Weeks 7-9
Solve real-world and mathematical problems involving area, surface area, and volume.	**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.			
	2.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying edge lengths of the prism. Apply the formulas *V = l w h and V = b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.			
	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. Apply these techniques in the context of solving real-world and mathematical problems.			
	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. Apply these techniques in the context of solving real-world and mathematical problems.			
		STATISTICS & PROBABILITY (6.SP)	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Develop understanding of statistical variability.	**1.**	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*			
	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.			
	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.			

Math Cluster	Grade 6 MATH: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, activity, etc.)		
Summarize and describe distributions.	**4.**	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.			
	5a.	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.			
	5b.	Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.			
	5c.	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall with reference to the context in which the data were gathered.			
	5d.	Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the date distribution and context in which the data were gathered.			

NOTES related to strategies/activities to support mathematical practices:

Mathematical Practices *Applicable to Math K-12*				
	1.	Make sense of problems and persevere in solving them.		
	2.	Reason abstractly and quantitatively.		
	3.	Construct viable arguments and critique the reasoning of others.		
	4.	Model with mathematics.		
	5.	Use appropriate tools strategically.		
	6.	Attend to precision.		
	7.	Look for and make use of structure.		
	8.	Look for and express regularity in repeated reasoning.		

College & Career Ready Standards	GRADE 6 READING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

KEY IDEAS & DETAILS			Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**Literature**	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
	Informational Text	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Reading Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Literature**	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
	Informational Text	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text and distinct from personal opinions or judgments.			

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Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**Literature**	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as to how the characters respond or change as the plot moves toward resolution.			
	Informational Text	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
CRAFT & STRUCTURE			Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**Literature**	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
	Informational Text	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			

College & Career Ready Standards	GRADE 6 READING: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, etc.)		
Reading Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.	**Literature**	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
	Informational	Explain how an author develops the point of view of the narrator or speaker in a text.			
Reading Standard 6: Assess how point of view or purpose shapes the content and style of a text.	**Literature**	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
Integration of Knowledge and Ideas			**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Reading Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	**Literature**	Compare and contrast the experience of reading a story, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			
	Informational Text	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			

College & Career Ready Standards	GRADE 6 READING: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, etc.)		
Reading Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**Lit**	(Not applicable to literature)			
	Informational Text	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
Reading Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**Literature**	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
	Informational Text	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			
Range of Reading and Level of Text Complexity			Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	**Literature**	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently , with scaffolding as needed at the high end of the range.			
	Informational Text	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

6th	Grade 6 SCIENCE: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

	PLATE TECTONICS	Weeks 1-3	Weeks 4-6	Weeks 7-9
1. Plate Tectonics	The surface of the earth o The surface of the earth is in constant movement. o The present features of earth come from its ongoing history. After the sun was formed, matter cooled creating the planets. The continents were once joined (Pangaea).			
	Layered structure of the earth o Crust: surface layer of mainly basalt or granite, 5 to 25 miles thick o Mantle: 1,800 miles thick, rock of intermediate density, moves very slowly o Outer core: liquid iron and nickel o Inner core: solid iron and nickel, 800 miles thick, about 7,000 degrees C			
	Crust movements o The surface of the earth is made up of rigid plates that are in constant motion. o Plates move because molten rock rises and falls under the crust causing slowly flowing currents under the plates. o Plates move at speeds ranging from 1 to 4 inches (5-10 centimeters) per year. o Earthquakes usually occur where stress has been built up by plates moving in opposite directions against each other. Earthquakes cause waves (vibrations) which have: • focus, the point below the surface where the quake begins • epicenter, the point on the surface above the focus o Severity of ground shaking is measured on the Richter scale; each unit on the scale represents a tenfold severity increase (approximately 31-fold increase in energy released.)			
	Volcanoes usually occur where plates are pulling apart or coming together, but some occur at holes (hot spots) in the crust away from plate boundaries. As plates move over these hot spots they cause chains of volcanoes and island chains like the Hawaiian Islands.			
	Evidence for long-term movement of plates includes matching of rock types, fit of the continents, location of earthquakes, mid-ocean ridges, ancient climate zones, and distribution of fossils.			
	OCEANS	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
2. Oceans	Surface o The world ocean covers most of the earth's surface (71 percent). o Three major subdivision of the world ocean: Atlantic, Pacific, and Indian Oceans o Islands consist of high parts of submerged continents, volcanic peaks, coral atolls.			
	Subsurface land features o Continental shelf, continental slope, continental rise, abyssal plains o Mid-ocean ridges and trenches, plate tectonics • Mid-Atlantic Ridge, Mariana Trench			
	Ocean bottom: average depth of sediment .3 mile, consists of rock particles and organic remains			

2. Oceans (continued)	Composition of seawater: dilute solution of salts which come from weathering and erosion of continental rocks. o Sodium chloride is the main salt. o Elements needed for life, such as carbon and phosphorus, exist in relatively weak concentration and limit the amount of ocean life.			
	Currents, tides, and waves o Surface currents: large circular streams kept in motion by prevailing winds and rotation of the earth; Gulf Stream (North Atlantic), Kuroshio (North Pacific) o Subsurface currents are caused by upwelling from prevailing offshore winds (Peru, Chile) and density differences (Antarctica); the upwelling pushes up nutrients from ocean floor. o Tides are caused by gravitational forces of the sun and moon; there are two tides daily. o Waves are caused by wind on the ocean's surface. • Water molecules tend to move up and down in place and not move with wave. • Crest and trough, wave height and wavelength, shoreline friction • Tsunamis: destructive, fast-moving large waves caused mainly by earthquakes			
	Marine life o Life zones are determined by the depth to which light can penetrate making photosynthesis possible, and by the availability of nutrients. • The bottom (benthic zone) extends from sunlit continental shelf to dark sparsely populated depths. Shallow lighted water extending over continental shelf contains 90% of marine species. • Pelagic zone: water in open oceans o Classification of marine life • Bottom-living (bethic) such as kelp and mollusks • Free-swimming (nekton) such as fish and whales • Small drifting plants and animals (plankton), which are the dominant life and food source of the ocean o The basis for most marine life is phytoplankton (plant-plankton), which carry on photosynthesis near surface; contrast zooplankton (animal plankton). o Most deepwater life depends on rain of organic matter from above. The densest concentration of marine life is found in surface waters, such as those off Chile, where nutrient-rich water wells up to the bright surface.			
ASTRONOMY: GRAVITY, STARS, & GALAXIES		Weeks 1-3	Weeks 4-6	Weeks 7-9
3. Astronomy	Gravity: an attractive force between objects o Newton's law of universal gravitation: Between any two objects in the universe there is an attractive force, gravity, which grows greater as the objects move closer to each other. o How gravity keeps the planets in orbit.			

6th	Grade 6 SCIENCE: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		
3. Astronomy (continued)	Stars o The sun is a star o Kinds of stars (by size): giants, dwarfs, pulsars o Supernova; black holes o Apparent movement of stars caused by rotation of the earth o Constellations: visual groupings of stars, for example, Big Dipper, Orion o Astronomical distance measured in light years			
	Galaxies o The Milky Way is our galaxy; the Andromeda Galaxy is the closest to the Milky Way. o Quasars are the most distant visible objects (because the brightest).			
	ENERGY, HEAT, & ENERGY TRANSFER	Weeks 1-3	Weeks 4-6	Weeks 7-9
4A. Energy	Six forms of energy: mechanical, heat, electrical, wave, chemical, nuclear			
	The many forms of energy are interchangeable, for example, gasoline in a car, windmills, hydroelectric plants.			
	Sources of energy: for example, heat (coal, natural gas, solar, atomic, geothermal, and thermonuclear), mechanical motion (such as falling water, wind)			
	Fossil fuels: a finite resource o Carbon, coal, oil, natural gas o Environmental impact of fossil fuels: carbon dioxide and global warming theory, greenhouse effect, oil spills, acid rain			
	Nuclear energy o Uranium, fission, nuclear reactor, radioactive waste o Nuclear power plants: safety and accidents (for example, Three Mile Island, Chernobyl)			
4B. Heat	Heat and temperature: how vigorously atoms are moving and colliding			
	Three ways that heat energy can be transferred: conduction, convection, radiation o The direction of heat transfer			
4C. Physical Change: Energy Transfer	States of matter (solid, liquid, gas) in terms of molecular motion o In gases, loosely packed atoms and molecules move independently and collide often. Volume and shape change readily. o In liquids, atoms and molecules are more loosely packed than in solids and can move past each other. Liquids change shape readily but resist change in volume. o In solids, atoms and molecules are more tightly packed and can only vibrate. Solids resist change in shape and volume.			

6th	Grade 6 SCIENCE: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		
4C. Physical Change: Energy Transfer (continued)	Most substances are solid at low temperatures, liquid at medium temperatures, and gaseous at high temperatures.			
	A change of phase is a physical change (no new substance is produced).			
	Matter can be made to change phases by adding or removing energy.			
	Expansion and contraction o Expansion is adding heat energy to a substance, which causes the molecules to move more quickly and the substance to expand. o Contraction is when a substance loses heat energy, the molecules slow down, and the substance contracts. o Water as a special case: water expands when it changes from a liquid to a solid.			
	Changing phases: condensation; freezing; melting; boiling o Different amounts of energy are required to change the phase of different substances. o Each substance has its own melting and boiling point. o The freezing point and boiling point of water (in degrees Celsius and Fahrenheit)			
	Distillation: separation of mixtures of liquids with different boiling points.			
THE HUMAN BODY		Weeks 1-3	Weeks 4-6	Weeks 7-9
5. Human Body	The circulatory and lymphatic systems o Briefly review from grade 4: circulatory system o Lymph, lymph nodes, white cells, tonsils, blood pressure, hardening and clogging of arteries			
	The immune system fights infections from bacteria, viruses, fungi. o White cells, antibodies, antigens o Vaccines, communicable and non-communicable diseases, epidemics o Bacterial diseases: tetanus, typhoid, tuberculosis; antibiotics like penicillin, discovered by Alexander Fleming o Viral diseases: common cold, chicken pox, mononucleosis, rabies, polio, AIDS			
SCIENCE BIOGRAPHIES		Weeks 1-3	Weeks 4-6	Weeks 7-9
7. Biographies	o Marie Curie (Energy) o Lewis Howard Latimer o Isaac Newton (Astronomy: Gravity) o Alfred Wegener (Plate Tectonics)			

College & Career Ready Standards	Grade 6 SPEAKING & LISTENING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

COMPREHENSION AND COLLABORATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics and texts,* and *issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read and studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 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 they key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			
PRESENTATION OF KNOWLEDGE AND IDEAS		**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**
Standard 4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation.			
Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
Standard 6: Adapt speech to variety of contexts & communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)			

College & Career Ready Standards	GRADE 6 WRITING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write **arguments** to support claims with clear reasons and relevant evidence.			
	Introduce claim(s) and organize the reasons and evidence clearly.			
	Support claim(s) with clear reasons and evidence, using credible sources and demonstrating an understanding of the topic or text.			
	Use words, phrases to clarify the relationships among claim(s) and reasons.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows from the argument presented.			
Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write **informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
	Use appropriate transitions to clarify the relationships among ideas and concepts.			
	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows from the information or explanation presented.			

College & Career Ready Standards	GRADE 6 WRITING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		
Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
	Use precise words and phrase, relevant descriptive details, and sensory language to convey experiences and events.			
	Provide a conclusion that follows from the narrated experiences or events.			
PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in standards 1-3 above).*			
Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)			
Writing Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing a well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			

College & Career Ready Standards	GRADE 6 WRITING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
Writing Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").			
	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			