Manchester Academic Charter School
Sixth Grade
Priority Standards and Content for Mastery
English-Language Arts

6th grade

Analyzing Literature

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how the plot of a particular story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
4. Determine an author's purpose in a text and explain how it is conveyed in the text
   a. explain how an author develops the point of view
   b. describe the effectiveness of the point of view
5. Analyze the impact of a specific word choice on meaning and tone.
6. Compare and contrast texts in different forms or genres (e.g., stories, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. (See Appendix A)

Analyzing Informational Text

7. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
8. Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
9. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
10. 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 (e.g., fact/opinion, bias).

Writing

11. Write arguments to support claims.
   a. Introduce and state an opinion on a topic
   b. Use clear and relevant evidence to support claims, using credible sources and demonstrating an understand of the topic
   c. Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases and clauses; provide a concluding statement or section that follows from the argument presented
   d. Write with an awareness of the stylistic aspects of composition
      i. use precise language and domain-specific vocabulary to inform about or explain the topic
      ii. use the sentences of varying lengths and complexities
      iii. develop and maintain a consistent voice establish and maintain a formal style
12. Write a business letter in argument for a cause
13. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Identify and introduce the topic for the intended audience
   b. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension
   c. Organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect
      i. use appropriate transitions to clarify the relationships among ideas and concepts
      ii. provide a concluding statement or section
      iii. include formatting when useful to aiding comprehension
   d. Write with an awareness of the stylistic aspects of composition
      i. use precise language and domain-specific vocabulary to inform about or explain the topic
      ii. use sentences of varying lengths and complexities
      iii. develop and maintain a consistent voice
      iv. establish and maintain a formal style

13. Write narratives to develop real or imagined experiences or events.
   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters
   b. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events
   c. Organize an event sequence that unfolds logically
      i. using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
      ii. provide a conclusion that follows from the narrated experiences and events

***Students will build onto the strong five paragraph essay format.***

Language

14. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
   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 and correct inappropriate shifts in verb tense
   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences
   g. Correctly use frequently confused words (e.g., too, too, two; there, their, they’re)
   h. Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
i. Spell correctly

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<thead>
<tr>
<th>Acquaintance</th>
<th>Exercise</th>
<th>Privilege</th>
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<tbody>
<tr>
<td>Amateur</td>
<td>Fulfill</td>
<td>Receipt</td>
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<td>Analyze</td>
<td>Gymnasium</td>
<td>Recommendation</td>
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<td>Answer</td>
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<td>Repetition</td>
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<td>Conscious</td>
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<td>Cooperate</td>
<td>Naturally</td>
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<td>Criticize</td>
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<td>Dependent</td>
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<td>Develop</td>
<td>Peasant</td>
<td>Tragedy</td>
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<td>Embarrassed</td>
<td>Philosopher</td>
<td>Woman</td>
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<td>Exaggerate</td>
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<td>Writing</td>
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j. Identify passive and active voice verbs
k. Use punctuation to separate items in a series
l. Use commas in addresses
m. Use comma and quotation marks in dialogue
n. Form and use possessives
o. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
p. Use spelling patterns and generalizations in writing words

Production of Writing

15. With guidance and support from peers and adults,
   a. develop and strengthen writing as needed by planning, revising and editing rewriting or trying a new approach
   b. use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others
   c. demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting (30 minutes).

Vocabulary

Demonstrate understanding of figurative language, word relationships, literary/poetic devices and nuances in word meanings. (See Appendix B)

a. Interpret figurative language (simile, metaphor, personification, hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) 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).
16. 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 or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)

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<tr>
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<th>Magnus</th>
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<td>Decem</td>
<td>Phone</td>
<td>Tri</td>
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<td>Dico, dictum</td>
<td>Photo</td>
<td>Unus</td>
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<tr>
<td>Due</td>
<td>Poly</td>
<td>Video, visum</td>
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<td>Ge</td>
<td>Post</td>
<td>Vita</td>
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c. Determine the meaning of technical words and phrases used in a text.

Research

17. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
   a. Write a research paper without plagiarizing
   b. Prepare a “Works Cited” page

Speaking

18. Present claims and findings
   a. sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or theme
   b. use appropriate eye contact, adequate volume and clear pronunciation
   c. Participate in discussion productively
   d. Give a short speech that is well-organized and well-supported
Mathematics

6th grade

The Number System
Multiplying and Dividing Fractions

1. Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fraction.

The Number System
Common Factors, Multiples and Rational Numbers

2. Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.
3. 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.
4. Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge).
5. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

Ratios and Proportional Relationships

Ratios

6. Use ratio language and notation (such as 3 to 4, 3:4, ¾) to describe a ratio relationship between two quantities.
7. Find the unit rate a/b associated with a ratio a:b (with b ≠ 0) and use rate language in the context of a ratio relationship.
8. Solve unit rate problems including those involving unit pricing and constant speed.
9. 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 and the percentage.

Expressions and Equations
Algebraic Expressions, Inequalities, Variables

10. Write algebraic expressions from verbal descriptions and to represent real-world or mathematical problems.
11. Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems.
12. Solve real-world and mathematical problems by writing and solving equations of the form x + = q and px= q for cases in which, p, q, and x are all non-negative rational numbers.
13. Use ratio language and notation (such as 3 to 4, 3:4, ¾) to describe a ratio relationship between two quantities.
14. Write an inequality of the form x> c or x < c to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on a number line.
15. Write an equation to express the relationship between the dependent and independent variables.

Geometry
Area, Surface Area and Volume

16. Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided.
17. Determine the volume of right rectangular prisms with fractional edge lengths. Formulas will be provided.
18. Determine the surface area of triangular and rectangular prisms (including cubes). Formulas will be provided.

Statistics and Probability
Measurement and Estimation

19. Display numerical data in plots on a number line, including line plots, histograms and box-and-whisker plots.
20. Determine quantitative measure of center (e.g., median, mean, mode) and variability (e.g., range, interquartile range, mean absolute deviation).
21. Describe any overall pattern and any deviations from the overall pattern with reference to the context in which the data were gathered.
22. Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
Science

6th Grade

The Nature of Science

1. Predict the outcome of an experiment based on previously collected data.
2. Identify variables that cause changes in natural or human-made systems.
3. Describe ways technology extends and enhance human abilities for specific purpose (e.g., make observations of cells with a microscope and planets with a telescope).
4. Describe how scientists use models to explore relationships and make predictions about natural systems (e.g., weather conditions, the solar system).
   a. Explain human body systems (circulatory, immune, lymphatic)
5. Describe how cells carry out the many functions needed to sustain life.
6. Identify examples of unicellular and multicellular organisms (i.e., plants, fungi, bacteria, protista, and animals).

Biological Sciences

7. Describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.
8. Differentiate between instinctive and learned behaviors that relate to survival.
9. Recognize that all organisms are composed of cells and that many organisms are unicellular and must carry out all life functions in one cell.
10. Describe basic structures that plants and animals have that contribute to their ability to make or find food and reproduce.
11. Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.

Physical Sciences: Chemistry and Physics

12. Distinguish the differences in properties of solids, liquids, and gases.
   a. Differentiate between volume and mass.
   b. Investigate that equal volumes of different substances usually have different masses.
13. Describe the six forms of energy (mechanical, hear, electrical, wave, chemical, and nuclear), how they transfer and their sources.
15. Give examples of how heat moves in predictable ways, normally flowing from warmer objects to cooler ones until they reach the same temperature. Explain the effect of heat on particle motion by describing what happens to particles during a phase change.
16. Describe how electric current produces magnetic forces and how moving magnets produce electric current.
   a. Derive Ohm’s Law through investigation of voltage, current and resistance.

Earth and Space Sciences

17. Recognize and interpret various mapping representations of Earth’s common features.
18. Examine how soil fertility, composition, resistance to erosion, and texture are affected by many factors.
19. Describe the composition and layers of the atmosphere. (Plate tectonics)
   a. Explain the effects of oceans on climate.
   b. Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed and precipitation.
20. Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.
21. Compare and contrast the size, composition and surface features of the planets that comprise the solar system as well as the objects orbiting them.
   a. Recognize the role gravity as a force that pulls all things near the earth toward the center of the earth and in the formation of the solar system and the motions of objects in the solar system.
   b. Explain why the planets orbit the sun in nearly circular paths.
   c. Describe how the planets change their position relative to the background of the stars.
   d. Explain how the tilt of the earth and its revolution around the sun cause an uneven heating of the earth which in turn causes the seasons and weather patterns.
   e. Stars and galaxy units.

Famous Scientists

22. Alfred Wegener
23. Isaac Newton
24. Lewis Howard Lattimer
25. Marie Curie
Social Studies

6th grade

Civics

1. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
2. Compare and contrast a direct democracy with a republican form of government.
3. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
   i. Declaration of Independence
   ii. United States Constitution
   iii. Bill of Rights
   iv. Pennsylvania Constitution
4. Describe how citizens and leaders use political symbols.
5. Compare and contrast rights and responsibilities of citizenship in the community, state and nation.
6. Describe the voting process, including registration, primaries and general elections.
7. Explain what taxes are and why they are necessary.

Geography

8. Identify the Tropic of Cancer and Capricorn, different time zones and major deserts.

World History

9. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
10. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
11. Examine the origin and migration of man from Africa; examine early African civilizations.
12. Examine Mesopotamia and the development of polytheism and Judaism.
13. Examine the early Americas and its culture.
15. Examine early Arabian civilizations and the development of Islam.
16. Examine early Greek civilizations.
17. Describe early Chinese civilizations and its culture.
18. Describe early Roman civilizations.
20. Examine early Indian civilizations and the development of Hinduism and Buddhism.
21. Examine the aspects of Europe’s Enlightenment era.
National Social Studies Themes  
*Enduring Understandings*

**Culture**
Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.

**Time, Continuity, and Change**
Human beings seek to understand their historic roots and to locate themselves in time. Knowing what things were like in the past and how things change and develop helps us answer important questions about our current condition.

**People, Places, and Environment**
Today’s students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

**Individual Development and Identity**
Personal identity is shaped by one’s culture, by groups, and by institutional influences. Examination of various forms of human behavior enhances understanding of the relationship between social norms and emerging personal identities, the relationships between social processes that influence identity formation, and the ethical principles underlying individual action.

**Individuals, Groups, and Institutions**
Institutions exert enormous influence over us. Institutions are organizations that embody and promote the core social values of their members. It is important for students to know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

**Power, Authority, and Governance**
Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence.

**Production, Distribution, and Consumption**
Decisions about exchange, trade, and economic policy and well-being are global in scope. The role of government in policy making varies over time and from place to place. Systematic study of an interdependent world economy and the role of technology in economic decision making is essential.

**Science, Technology, and Society**
Technology is as old as the first crude tool invented by prehistoric humans. Our modern life would be impossible without technology and the science that supports it. Today’s technology forms the basis for many difficult social choices.
Global Connections
The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.

Civic Ideals and Practices
All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.
Appendix A

Books and Stories Suggestions

**Poems**

“All the world’s a stage”, Shakespeare

“Mother to Son”, Hughes

“Lift Ev’ry Voice and Sing”, Johnson

“The Raven”, Poe

“Stopping by Woods on a Snowy Evening”, Frost

“Sympathy”, Dunbar

“There is no frigate like a book”, Dickinson

“Woman Work”, Angelou

**Novels**

*The Skin I’m In*

*Freak the Mighty*

*Walk Two Moons*

*Maniac Magee*

**Stories and Drama**

*The Prince and the Pauper*

Drama: *Julius Ceasar*

**Mythology**

Apollo and Daphne

Orpheus and Eurydice

Narcissus and Echo

Pygmalion and Galatea
Appendix B
Sayings and Phrases

All for one and one for all.
All’s well that ends well.
Bee in your bonnet
The best-laid plans of mice and men oft go awry.
A bird in the hand is worth two in the bush.
Bite the dust
Catch-as-catch-can
Don’t cut off your nose to spite your face.
Don’t lock the stable door after the horse is stolen.
Don’t look a gift horse in the mouth.
Eat humble pie
A fool and his money are soon parted.
A friend in need is a friend indeed.
Give the devil his due.
Good fences make good neighbors.
He who hesitates is lost.
He who laughs last laughs best.
Hitch your wagon to a star.
If wishes were horses, beggars would ride.
The leopard doesn’t change his spots.
Little strokes fell great oaks.

Money is the root of all evil.
Necessity is the mother of invention.
It’s never over till it’s over.
Nose out of joint
Nothing will come of nothing.
Once bitten, twice shy.
On tenterhooks
Pot calling the kettle black
Procrastination is the thief of time.
The proof of the pudding is in the eating.
RIP
The road to hell is paved with good intentions.
Rome wasn’t built in a day.
Rule of thumb
A stitch in time saves nine.
Strike while the iron is hot.
Tempest in a teapot
Tenderfoot
There’s more than one way to skin a cat.
Touché!
Truth is stranger than fiction.