

**Wentworth Jr. High School  
Curriculum Map  
6<sup>th</sup> Grade Reading/Language Arts Curriculum Framework**

Short Stories/Poems	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
<p>Little by Little Land of Read Apples Shoes for Hector KoKo Alexander the Great South Paw Pricilla and the Wimps ...When the Plague strikes Volcano Dragon Dragon</p> <p><i>The Naming of Cats</i> <i>Ankylosaurus</i></p> <p><i>Dinner together</i> <i>How Soft a Caterpillar Steps</i> <i>The Bat</i> <i>A Minor Bird</i> <i>April Rain Song</i> <i>In Just</i></p> <p><i>I'm Nobody! Who are You</i> <i>It Seems I Test People</i> <i>Growing Pains</i></p> <p><i>You Sing (Sonnet 52)</i> <i>How to Paint the Portrait of a Bird</i></p>	<ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Context Clues</li> <li>• Summarizing/Main Idea</li> <li>• Distinguish Main Idea &amp; Supporting Details</li> <li>• Inferencing</li> <li>• Drawing Conclusions</li> <li>• Making Predictions</li> <li>• Story Elements               <ul style="list-style-type: none"> <li>- Plot</li> <li>- Characterization</li> <li>Character motivation</li> <li>- Theme</li> </ul> </li> <li>• Point of View</li> <li>• Author's Purpose</li> <li>• Genre</li> <li>• Literary Devices               <ul style="list-style-type: none"> <li>- mood</li> <li>- tone</li> <li>- dialogue</li> <li>- verbal irony</li> </ul> </li> <li>• Extended Response Question, ERQ</li> </ul>	<ul style="list-style-type: none"> <li>• Affixes and Roots</li> <li>• Synonyms, antonyms, homonyms</li> <li>• Poetic Devices               <ul style="list-style-type: none"> <li>- alliteration</li> <li>- repetition</li> <li>- rhyme scheme</li> <li>- meter</li> </ul> </li> <li>• Figurative language               <ul style="list-style-type: none"> <li>- simile</li> <li>- metaphor</li> <li>- personification</li> <li>- onomatopoeia</li> <li>- sensory detail</li> </ul> </li> </ul> <p>ISAT Testing</p>	<ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Novel <i>Freak the Mighty</i></li> </ul>

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**State Goal 1: Reading 67%**

**State Goal 1: Read with Understanding and Fluency**

**Standard and Skills: 1A Vocabulary Development 12%  
Words in Isolation 6%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>1.A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas.	F	1.6.01	<u><b>Additional Resources</b></u>  Academic Vocabulary <ul style="list-style-type: none"> <li>• ISAT Reading Terms (list)</li> <li>• ISAT Instruction Words (list)</li> <li>• Sixth Grade Vocabulary</li> </ul>	Weekly Tests	<b>Measure Up:</b> Lesson 1 Prefixes, Suffixes and Word Roots pg. 1-3  <b>Measure Up:</b> Lesson 2 Synonyms, Antonyms & Homonyms pg.5  <b>Measure Up:</b> Use Context Clues to Determine Meaning and Connotation  <b>Measure Up:</b> Understanding Words with Multiple Meanings pg. 13	<b>ISAT Practice:</b> Pg. 3-4  <b>ISAT Practice:</b> Pg.6-8  <b>ISAT Practice:</b> Pg. 10-12  <b>ISAT Practice:</b> Pg. 14-16
		1.6.02				
		1.6.05				
		1.6.03				
		1.6.04				
		1.6.06				

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**State Goal 1: Reading 67%**

**State Goal 1: Read with Understanding and Fluency**

**Standard and Skills: 1C Reading Comprehension 45%  
Drawing Conclusions Based on Evidence 9%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material	F	1.6.19	<b>Ladders to Success</b> Lesson 6 Drawing Conclusions & Making Inferences Pg. 79-90  <b>ISAT Coach</b> Lesson 19 Pg. 128-133  <b>TWE: <i>The Land of Read Apples</i></b> Pg. 55—57  <b>Blackline Masters/ Transparencies p.5</b>  TWE: Critical Thinking Pg. 57	<b>Ladders to Success</b> Lesson 6  Show What You Learned pg. 91-92	<b>Measure Up:</b> Lesson 6 Make Inferences, Draw Conclusions, Make Generalizations. Pg.23-24	<b>ISAT Practice:</b> Pg. 25-27

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**State Goal 1: Reading 67%**

**State Goal 1: Read with Understanding and Fluency**

**Standard and Skills: 1C Reading Comprehension 45%  
Sequencing & Ordering 7%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.	F	1.6.17  1.6.18	<b>Ladders to Success</b> Lesson 2 Pg. 23-31  <b>ISAT Coach</b> Lesson 17 Pg. 113-117 Order of Events  <b>TWE: 579</b> <i>...from When the Plague Strikes</i>  <b>TWE: 573 <i>Volcano</i></b> <b>Blackline Masters/</b> <b>Transparencies</b> Pg. 44-45  <b>ISAT Coach</b> Lesson 18 Cause of Events Pg. 118-122  <b>TWE: R-80</b>	<b>Ladders to Success</b> Show What You Have Learned pg 35-36  <b>ISAT Coach</b> Cumulative Review Pg. 83-127 (Omit ERQ)		

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**State Goal 1: Reading 67%**

**State Goal 1: Read with Understanding and Fluency**

**Standard and Skills: 1C Reading Comprehension 45%  
Summarizing and Main Idea 8%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material	F	1.6.12  1.6.15	<b>Ladders to Success</b> Lesson 5 Identifying Main Idea & Details Pg. 73-75  <b>ISAT Coach:</b> Lesson 15 Idea & Supporting Details Pg. 104-105  <b>ISAT Coach:</b> Lesson 16 Summarizing Pg. 108-109  <b>TWE:</b> p. 126 Media Connection  <b>TWE: R-81-83</b> <b>TWE:</b> pg. 159-163 <i>KoKo</i>  <b>Blackline masters/ Transparencies Pg.12</b>	<b>Ladders to Success:</b> Lesson 5 Show What You Learned pg 77-78	<b>Measure Up:</b> Lesson 19 Distinguish Main Idea and Supporting Details Pg. 95-96	<b>Measure Up:</b> Lesson 19 Distinguish Main and Supporting Details Pg. 97-100

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**State Goal 2: Literature 35%**

**State Goal 1: Read and understand literature representative of various societies, eras and ideas.**

**Standard and Skills: 2A Literary Elements and Techniques 25%  
Literary Terms and Devices 9%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>2.A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	F	2.6.01	<b>ISAT Coach:</b> Lesson 24 Elements of Fiction Pg. 106-163  <b>ISAT Coach:</b> Lesson 26 Exposition Pg. 164-167  <b>ISAT Coach:</b> Author's Message or Theme pg. 168-172  <b>TWE:</b> <i>From Little by Little</i> pg. 17-27  <b>TWE:</b> Mini-lesson Pg. 18 Story Map  <b>Blackline Masters/ Transparencies</b> pg. 2  <b>TWE:</b> 231 <i>Shoes for Hector</i>  <b>Blackline Masters/ Transparencies</b> pg. 19		<b>Measure Up:</b> Lesson 10 Identify Plot Structure, Order of Events, & Setting pg 45-48	<b>ISAT Practice</b> Lesson 10 Pg. 45-51  <b>ISAT Practice</b> Pg. 61
		2.6.02			<b>Measure Up:</b> Lesson 12 Analyze Theme Pg. 58-60	
		2.6.03				
		2.6.04				

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**State Goal 2: Literature 35%**

**State Goal 1: Read and understand literature representative of various societies, eras and ideas.**

**Standard and Skills: 2A Literary Elements and Techniques 25%  
Characterization 8%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>2.A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	F	2.6.07	<b>ISAT Coach:</b> Lesson 30 Character Traits: Pg. 186	Plot Pyramid	<b>Measure Up:</b> Lesson 11 Analyze Characters & Characterization pg 52-54	<b>ISAT Practice</b> Pg. 55-57
		2.6.08	<b>ISAT Coach:</b> Lesson 31 Character Motivation Pg. 191			
		2.6.09	<b>ISAT Coach:</b> Lesson 32 Main and Supporting Characters pg. 196			
		2.6.10	<b>TWE:</b> Pg. 259-262 <i>South Paw</i> <b>Blackline Masters/            Transparencies</b> pg. 22 <b>TWE:</b> Pg. 435 <i>Priscilla &amp; The Wimps</i> <b>TWE:</b> pg. 440 Critical Thinking Only the characters of <i>Priscilla &amp; The Wimps</i> <b>Blackline Masters/            Transparencies p. 34</b> <b>TWE:</b> <i>Alexander the            Great</i> pg 269-270 <b>Blackline Masters/            Transparencies 23</b>			





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**State Goal 2: Literature 35%**

**State Goal 1: Read and understand literature representative of various societies, eras and ideas.**

**Standard and Skills: 2A Literary Elements and Techniques 25%  
Literary Terms & Devices 8%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>PAGE 2</b>						
<b>2.A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	F	2.6.11 2.6.12	<b>TWE: POETRY</b> <i>Pg 175-179</i>  <b>TWE: <i>The Naming of the Cats</i> pg 181-183</b> <b>Blackline Masters/ Transparencies</b> pg. 14  <b>TWE: Ankylosaurus, The Shark</b> pg. 185-187 <b>Blackline Masters/ Transparencies 15</b>  <b>TWE: <i>Dinner Together, How Soft a Caterpillar Steps, The Bat, A Minor Bird</i> pg. 192-201</b> <b>Blackline Masters/ Transparencies</b> pg. 16-17  <b>TWE: <i>April Rain Song, In Just</i> pg. 325-327</b> <b>Blackline Masters/ Transparencies</b> pg. 26 <u>ADDITIONAL RESOURCES</u> <i>I'm Nobody! Who are You</i> <i>It Seems I Test People</i> <i>Growing Pains</i>  <i>You Sing (Sonnet 52)</i> <i>How to Paint the Portrait of a Bird</i>			

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**State Goal 2: Literature 35%**

**State Goal 1: Read and understand literature representative of various societies, eras and ideas.**

**Standard and Skills: 2B Variety of Literary Works 8%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<p><b>2.B.3a</b> Respond to literary material from personal creative and critical points of view</p> <p><b>2B.3b</b> Compare and contrast common literary themes across various societies and eras.</p> <p><b>2.B.3c</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations</p>	F	<p>2.6.14</p> <p>2.6.15</p> <p>2.6.05 1.6.19</p>	<p><b>ISAT Coach: Unit 5</b> Pg. 215</p> <p><b>ISAT Coach:</b> Lesson 35 Fiction: Pg. 216-220</p> <p><b>ISAT Coach</b> Lesson 36 Non-Fiction: Pg. 221-224</p> <p><b>ISAT Coach</b> Lesson 37 Myths, Folk Tales, Fables, and Legends Pg. 225-228</p> <p><b>Extended Response:</b> Teacher made handouts/ transparencies</p>	<b>ISAT Coach:</b> Unit 5 Review	<p><b>Measure Up:</b> Lesson 8 Understand Genre and Subgenres Pg. 34-337</p> <p><b>Measure Up:</b> Lesson 9 Identify Narrative, Persuasive, and Expository Texts Pg. 41-42</p> <p><b>Measure Up:</b> Lesson 18 Extended Response Practice Pg. 92-93</p> <p><b>ERQ Practice</b> Lesson 23 Pg. 116 <b>ERQ Practice</b> Lesson 26 Pg. 131</p>	<p><b>ISAT Practice</b> Pg. 38-39</p> <p><b>ISAT Practice</b> Pg. 42-44</p>

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**State Goal 2: Literature 35%**

**State Goal 1: Read and understand literature representative of various societies, eras and ideas.**

**Standard and Skills: 2A Literary Elements & Techniques 25%  
Variety of Literary Works 8%**

Standard	Stage	Assessment Objective	Instruction & Assessment		Samples from Measuring Up	
			Instruction	Assessment	Instruction	Assessment
<b>2.A.3d</b> Identify ways that an author uses language structure, word choice and style to convey the author's view point.	F	2.6.15			<b>Measure Up:</b> Lesson 9 Identify, Narrative, Persuasive, and Expository Text Pg. 40-42	<b>ISAT Practice</b> pg. 42-44

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**State Goal and Percentage State Goal 9: Geometry – 20%**

**State Goal with Number:** STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

**Standard and Skill:** 9A-Properties of Single Figures and Coordinate Geometry – 10%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<p><b>9.A.3a</b> Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones.</p> <p><b>9.A.3b</b> Draw transformation images of figures, with and without the use of technology.</p> <p><b>9.A.3c</b> Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts, inclined planes, art forms, blueprints).</p>	F	Ch. 4-6 Pg. 161-162	Pg. 163-164 Practice: Word Problems pg. 196	Ch. 4 test	Lesson 50 Pg. 116	#1-5 Pg. 117
		Ch. 8-6 Pg. 320-322	Pg 322-323 Practice: Word Problems pg. 410	Ch. 8 test	Lesson 51 Pg. 118	#1-6 Pg. 119
		Ch. 13-1 Pg. 506-507	Pg. 508-509 Practice: Word Problems pg. 651	Ch. 13 test	Lesson 52 Pg. 120	#1-7 Pg. 121
		Ch. 13-2 Pg. 510-511	Pg. 511-512 Practice: Word Problems pg. 656	Ch. 13 test Ch. 13-3a Pg. 513	Lesson 53 Pg. 122	#1-4 Pg. 123
		Ch. 13-4 Pg. 522-523	Pg. 524-525 Practice: Word Problems pg. 666	Ch. 13 test Ch. 13-4b Pg. 526-527	Lesson 54 Pg. 124	#1-4 Pg. 125
		Ch. 14-4 Pg. 564-565	Pg. 565-566 Practice: Word Problems p. 716	Ch. 13-5b Pg. 532-533  Ch 13-6b Pg. 537  Ch. 14 test  Ch. 14-4b Pg. 567	Lesson 56 p. 128	#1-5 Pg. 129
				Lesson 58 Pg. 128	#1-5 Pg. 133	

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**State Goal and Percentage** State Goal 9: Geometry – 20%

**State Goal with Number:** STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

**Standard and Skill:** 9B – Relationships Between and Among Multiple Figures – 10%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<b>9.B.3</b> Identify, describe, classify and compare two-and three-dimensional geometric figures and models according to their properties	F	Ch. 13-6 Pg. 534-535	Pg. 535-536 Practice: Word Problems pg. 676	Ch. 13 test	Lesson 49 Pg. 114  Lesson 50 Pg. 116  Lesson 57 Pg. 130	#1-5 Pg. 115  #1-5 Pg. 117  #1-6 Pg. 131



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**State Goal and Percentage** State Goal 8: Algebra 25%

**State Goal with Number:** STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

**Standard and Skill:** 8B – Connections Using Tables, Graphs and Symbols – 7%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<b>8.B.3</b> Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns.	F	Ch. 9-6 Pg. 362-363  Ch. 9-7 Pg. 366-367	Pg. 364-365 Practice: Word Problems pg. 460  Pg. 368-369 Practice: Word Problems pg. 465	Ch. 9-4b Pg. 354  Ch. 9-6a Pg. 360-361  Ch. 9 test  Ch. 9 test	Lesson 44 Pg. 102  Lesson 45 Pg. 104	#1-4 Pg. 103  #1-5 Pg. 105

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**State Goal and Percentage State Goal 8: Algebra 30%**

**State Goal with Number:** STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

**Standard and Skill:** 8C, 8D – Writing, Interpreting and Solving Equations – 8%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<p><b>8.C.3</b> Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business and the sciences.</p> <p><b>8.D.3a</b> Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.</p> <p><b>8.D.3b</b> Propose and solve problems using proportions, formulas and linear functions.</p> <p><b>8.D.3c</b> Apply properties of powers, perfect squares and square roots.</p>	F	Ch. 1-7	Practice: Word Problems	Ch. 1 test	Lesson 32 Pg. 74	#1-5 Pg. 75
		Ch. 9-2 Pg. 339-340	Pg. 341-342 Practice: Word Problems pg. 440	Ch. 9-2a Pg. 337	Lesson 33 Pg. 76	#1-5 Pg. 77
		Ch. 9-3 Pg. 344-345	Pg. 346-347 Practice: Word Problems pg. 445	Ch. 99-3a Pg. 343	Lesson 34 Pg. 78	#1-5 Pg. 79
		Ch. 9-4 Pg. 350-351	Pg. 351-352 Practice: Word Problems pg. 450	Ch. 9 test	Lesson 35 Pg. 80	#1-5 Pg. 81
		Ch. 9-5 Pg. 355-356	Pg. 356-357 Practice: Word Problems pg. 455	Ch. 9-4b Pg. 354	Lesson 36 Pg. 82	#1-6 Pg. 83
				Ch. Test 9	Lesson 43 Pg. 98	#1-6 Pg. 99
				Ch. 9-5b Pg. 358-359	Lesson 46 Pg. 106	#1-6 Pg. 99
					Lesson 47 Pg. 108	#1-5 Pg. 107
					Lesson 48 Pg. 110	#1-4 Pg. 109
						#1-4 Pg. 111



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**State Goal and Percentage** State Goal 10: Data Analysis, Statistics, Probability – 15%

**State Goal with Number:** STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

**Standard and Skill:** 10A, 10B – Data Analysis and Statistics – 10%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<p><b>10.A.3a</b> Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data.</p> <p><b>10.A.3b</b> Compare the mean, median, mode and range, with and without the use of technology.</p> <p><b>10.A.3c</b> Test the reasonableness of an argument based on data and communicate their findings.</p> <p><b>10.B.3</b> Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies.</p>	F	Ch. 2-1 Pg. 50-51	Pg. 52-53 Practice: Word Problems pg. 63	Ch. 2 test	Lesson 59 Pg. 136	#1-4 Pg. 137
		Ch. 2-2 Pg. 56-57	Pg. 58-59 Practice: Word Problems pg. 68	Ch. 2-2a Pg. 54-55	Lesson 60 Pg. 138	#1-4 Pg. 139
		Ch. 2-3 Pg. 62-63	Pg. 64-65 Practice: Word Problems pg. 73	Ch. 2 test	Lesson 61 Pg. 140	#1-4 Pg. 141
		Ch. 2-4 Pg. 66-67	Pg. 67-69 Practice: Word Problems pg. 78	Ch. 2 test	Lesson 62 Pg. 142	#1-5 Pg. 143
		Ch. 2-6 Pg. 76-77	Pg. 77-78 Practice: Word Problems pg. 88	Ch. 2 test		
		Ch.2-7 Pg. 80-82	Pg. 82-83 Practice: Word Problems pg. 93	Ch. 2 test		
		Ch. 2-8 Pg. 86-87	Pg. 88-89 Practice: Word Problems pg. 98	Ch. 2 test		
					Ch. 14-3b Pg. 560-561	

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**State Goal and Percentage** State Goal 10: Data Analysis, Statistics, Probability – 15%

**State Goal with Number:** STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

**Standard and Skill:** 10C – Probability – 5%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<p><b>10.C.3a</b> Determine the probability and odds of events using fundamental counting principles.</p> <p><b>10.C.3b</b> Analyze problem situations (e.g., board games, grading scales) and make predictions about results.</p>	F	<p>Ch. 11-1a Pg. 426-427</p> <p>Ch. 11-1 Pg. 428-429</p> <p>Ch. 11-2 Pg. 433-434</p> <p>Ch. 11-3a Pg. 437</p> <p>Ch. 11-3 Pg. 438-439</p> <p>Ch. 11-4 Pg. 444-445</p> <p>Ch. 11-5 Pg. 450-451</p>	<p>Pg. 430-431 Practice: Word Problems pg. 553</p> <p>Pg. 435-436 Practice: Word Problems pg. 558</p> <p>Pg. 440-441 Practice: Word Problems pg. 563</p> <p>Pg. 446-447 Practice: Word Problems pg. 568</p> <p>Pg. 451-453 Practice: Word Problems pg. 573</p>	<p>Ch. 11 test</p> <p>Ch. 11-1b Pg. 432</p> <p>Ch.11 test</p> <p>Ch. 11 test</p> <p>Ch. 11 test</p> <p>Ch. 11-5a Pg. 448-449</p>	<p>Lesson 63 Pg. 144</p> <p>Lesson 64 Pg. 146</p>	<p>#1-6 Pg. 145</p> <p>#1-5 Pg. 147</p>

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**State Goal and Percentage State Goal 7: Measurement – 15%**

**State Goal with Number: STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.**

**Standard and Skill: 7A, 7B, 7C – Units, Tools, Estimation and Applications – 15%**

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<p><b>7.A.3a</b> Measure length, capacity, weight/mass and angles using sophisticated instruments (e.g., compass, protractor, trundle wheel).</p> <p><b>7.A.3b</b> Apply the concepts and attributes of length, capacity, weight, mass, perimeter, area, volume, time, temperature and angle measures in practical situations.</p> <p><b>7.B.3</b> Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.</p> <p><b>7.C.3b</b> Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two-and three-dimensional regions.</p>	F	Ch. 1-8 Ch. 4-5 Ch. 10-3 Ch. 10-3b Ch. 12-1a Ch. 12-1 Ch. 12-1b Ch. 12-2 Ch.12-3a Ch. 12-3 Ch. 12-4 Ch. 12-4b Ch. 12-5 Ch. 13-1 Ch. 13-2 Ch. 14-1 Ch. 14-2a Ch. 14-2 Ch. 14-5			Lesson 26 Pg. 60  Lesson 27 Pg. 62  Lesson 28 Pg. 64  Lesson 29 Pg. 66  Lesson 30 Pg. 68  Lesson 31 Pg. 70  Lesson 32 Pg. 74  Lesson 33 Pg. 76  Lesson 34 Pg. 78  Lesson 35 Pg. 80  Lesson 36 Pg. 86	#1-5 Pg. 61  #1-5 Pg. 63  #1-7 Pg. 65  #1-7 Pg. 67  #1-4 Pg. 69  #1-5 Pg. 71  #1-5 Pg. 75  #1-5 Pg. 77  #1-5 Pg. 79  #1-5 Pg. 81  #1-6 Pg. 87

**Wentworth Jr. High School**  
**6<sup>th</sup> Grade Mathematics Framework**

**State Goal and Percentage** State Goal 6: Number Sense – 25%

**State Goal with Number:** STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

**Standard and Skill:** 6A – Representations and Ordering – 5%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<b>6.A.3</b> Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.	F	Ch. 1-2 Ch. 1-3 Ch. 1-4 Ch. 1-5 Ch. 3-1a Ch. 3-1 Ch. 3-2 Ch. 5-1 Ch. 5-2a Ch. 5-2 Ch. 5-3 Ch. 5-4 Ch. 5-5 Ch. 5-6 Ch. 5-7 Ch. 10-5 Ch. 10-6			Lesson 2 Pg. 4  Lesson 3 Pg. 6  Lesson 9 Pg. 20  Lesson 14 Pg. 32  Lesson 15 Pg. 34  Lesson 18 Pg. 40  Lesson 19 Pg. 42  Lesson 25 Pg. 56	#1-6 Pg. 5  #1-5 Pg. 7  #1-7 Pg. 21  #1-6 Pg. 33  #1-6 Pg. 35  #1-6 Pg. 41  #1-6 Pg. 43  #1-7 Pg. 57

**Wentworth Jr. High School**  
**6<sup>th</sup> Grade Mathematics Framework**

**State Goal and Percentage** State Goal 6: Number Sense – 25%

**State Goal with Number:** STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

**Standard and Skill:** 6B, 6C – Computation, Operations, Estimation, and Properties –15%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<p><b>6.B.3a</b> Solve practical computation problems involving whole numbers, integers and rational numbers.</p> <p><b>6.B.3b</b> Apply primes, factors, divisors, multiples, common factors and common multiples in solving problems.</p> <p><b>6.B.3c</b> Identify and apply properties of real numbers including pi, squares, and square roots.</p> <p><b>6.C.3a</b> Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.</p> <p><b>6C.3b</b> Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.</p>	F	Ch. 1-1 Ch. 1-5 Ch. 1-7a Ch. 3-4 Ch. 3-5 Ch. 3-5b Ch. 4-1a Ch. 4-1 Ch. 4-2a Ch. 4-3 Ch. 4-4a Ch. 4-4 Ch. 4-4b Ch. 6-2 Ch. 6-3 Ch. 6-4a Ch. 6-4 Ch. 6-5 Ch. 6-6 Ch. 7-1 Ch. 9-1a Ch. 9-1 Ch. 10-8			Lesson 1 Pg. 2  Lesson 4 Pg. 8  Lesson 5 Pg. 10  Lesson 6 Pg. 12  Lesson 7 Pg. 14  Lesson 8 Pg. 16  Lesson 10 Pg. 22  Lesson 11 Pg. 24  Lesson 12 Pg. 26  Lesson 13 Pg. 28 Lesson 16 Pg. 36 Lesson 17 Pg. 38 Lesson 20 Pg. 44 Lesson 22 Pg. 50	#1-6 Pg. 3  #1-6 Pg. 9  #1-6 Pg. 11  #1-6 Pg. 13  #1-6 Pg. 15  #1-6 Pg. 17  #1-8 Pg. 23  #1-6 Pg. 25  #1-6 Pg. 27  #1-7 Pg. 29 #1-6 Pg. 37 #1-5 Pg. 39 #1-6 Pg. 45 #1-6 Pg. 51

**Wentworth Jr. High School**  
**6<sup>th</sup> Grade Mathematics Framework**

**State Goal and Percentage** State Goal 6: Number Sense – 25%

**State Goal with Number:** STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

**Standard and Skill:** 6D – Ratios, Proportions, and Percents 5%

Standard	Stage	Instruction & Assessment			Samples from Measuring Up	
		Instruction and Guided Practice	Independent Practice	Assessment	Instruction	Practice
<b>6.D.3</b> Apply ratios and proportions to solve practical problems.	F	Ch. 10-1 Ch. 10-1b Ch. 10-2 Ch. 10-2b Ch. 10-4 Ch. 10-5 Ch. 10-6 Ch. 10-7a Ch. 10-7 Ch. 10-8a Ch. 10-8			Lesson 21 Pg. 48  Lesson 22 Pg. 50	#1-6 Pg. 49  #1-6 Pg. 51

**Wentworth Jr. High School  
Curriculum Mapping – 6<sup>th</sup> Grade**

	<b>1<sup>st</sup> Trimester</b>	<b>2<sup>nd</sup> Trimester</b>	<b>3<sup>rd</sup> Trimester</b>
	<b>August 31, 2010 – November 12, 2010</b>	<b>November 13, 2010 – February 25, 2011</b>	<b>February 26, 2011 – June 10, 2011</b>
<b>Algebra</b>	Integers Variables Expressions and Equations Properties Absolute Value Operations Solving Equations Fractions ad Decimals Comparing and Ordering Rational Numbers Multiplying and Dividing Rational Numbers Like and Unlike Fractions Powers and Exponents Scientific Notation	Ratios and Percents Fractions, Decimals, and Percents The Percent Proportion Finding Percents Mentally Percent and Estimation The Percent Equation Percent of Change Simple Interest Simplifying Algebraic Expressions Solving Two-Step Equations Writing Two-Step Equations Solving Equations with Variables on Both Sides Inequalities	Sequences Functions Graphing Linear Functions The Slope Formula Slope-Intercept Form Graphing Systems of Equalities Graphing Linear Inequalities Linear and Nonlinear Functions Simplifying Polynomials Adding Polynomials Subtracting Polynomials Multiplying and Dividing Monomials Multiplying Monomials and Polynomials

**Wentworth Jr. High School  
Curriculum Mapping – 6<sup>th</sup> Grade**

	<b>1<sup>st</sup> Trimester</b>	<b>2<sup>nd</sup> Trimester</b>	<b>3<sup>rd</sup> Trimester</b>
	<b>August 31, 2010 – November 12, 2010</b>	<b>November 13, 2010 – February 25, 2011</b>	<b>February 26, 2011 – June 10, 2011</b>
Geometry	Square Roots Estimation of Square Roots Real Numbers Pythagorean Theorem Distance of Coordinate Plane Rations and Rates Rate of change Slope Solving Proportions Similar Polygons Scale Drawings and Models Indirect Measurement Dilations	Lines and Angles Triangles and Angles Special Right Triangles Classifying Quadrilaterals Congruent Polygons Symmetry, Reflections, Translations, Rotations Tessellations Area of Parallelograms, Triangles and Trapezoids Circumference and Areas of Circles Area of Complex Figures Three-Dimensional Figures Volume of Pyramids and Cones Surface Area of Prisms, Cylinders, Pyramids and Cones Significant Digits	Probability of Simple Events Counting Outcomes Permutations Combinations Probability of Compound Events Experimental Probability Sampling and Predictions Histograms Circle Graphs Scatter Plots Choosing an appropriate display Measures of Central Tendency Measures of Variation Box-and-Whisker Plots Misleading Graphs and Statistics Matrices



**Wentworth Jr. High School**  
**Curriculum Map**  
**Science – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
August September	Lab Safety Chapter 1 Scientific Method	Learn lab safety, use of equipment, perform labs effectively	<ul style="list-style-type: none"> <li>• Experiments and lab write ups</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Method Quiz</li> <li>• Lab write ups</li> </ul>	11.A.3a    11.A.3e 11.A.3b    11.A.3f 11.A.3c    11.A.3g 11.A.3d
October	Chapter 2 – Intro to Matter Chapter 3 – Energy of Waves	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• What's the Matter</li> <li>• Identifying minerals</li> <li>• Volumania!</li> <li>• Energetic waves</li> <li>• Wave, energy and speed</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	12.C.3a 12.C.3b 12.D.3a 12.D.3b
November	Chapter 4 – Nature of Sound Chapter 5 – Nature of Light	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Homemade guitar</li> <li>• Easy listening</li> <li>• Colors of light</li> <li>• Mixing colors</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	12.C.3a 12.C.3b 12.D.3a 12.D.3b
December	Chapter 6 – Light in Our World	Learn to observe, collect And analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Mirror, Mirror</li> <li>• Images from convex lenses</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	13.B.3c
January	Chapter 7 – Intro. to Electricity Chapter 8 – Electro-magnetism	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Stick together</li> <li>• Circuitry 101</li> <li>• Magnetic attraction</li> <li>• Build a DC Motor</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	12.C.3a 12.C.3b 12.D.3a 12.D.3b

**Wentworth Jr. High School  
Curriculum Map  
Science – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
February	Chapter 9 Electronic Technology Chapter 10 Energy Resource	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Talking long distance</li> <li>• Sending signals</li> <li>• What is the sun's favorite color</li> <li>• Make a water wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	13.B.3c 13.B.3e 13.B.3f
March	Chapter 17 Body Organization and Structure Chapter 18 Circulation and Respiration	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Too cold for comfort</li> <li>• Seeing is believing</li> <li>• Exercise your heart</li> <li>• Carbon dioxide breath</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	23.A.3a 23.B.3 23.C.3
April	Chapter 19 Digestive and Urinary Systems Chapter 20 Communication	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Changing foods</li> <li>• As the stomach turns</li> <li>• Act fast!</li> <li>• You've Gotta Lotta Nerve</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	23.A.3a 23.B.3 23.C.3
May	Chapter 22 Body Defenses and Disease Chapter 23 Staying Healthy	Learn to observe, collect and analyze, conclude note taking, work together to complete labs	<ul style="list-style-type: none"> <li>• Invisible invaders</li> <li>• Passing the cold</li> <li>• Conduct a survey</li> <li>• Keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>• Lab participation</li> <li>• Vocabulary Quiz</li> <li>• Worksheets to review and reinforce</li> <li>• Chapter test</li> </ul>	22.A.3a 22.A.3b 22.A.3c 22.A.3d 22.B.3 22.C.3a 22.C.3b

**Wentworth Jr. High School  
Curriculum Map  
Social Studies – 6th Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
August/September	Mapping	Geography terms Physical maps Political maps Compass Rose Hemispheres Themes of Geography Map keys	<ul style="list-style-type: none"> <li>• Create a classroom map using a map key and a Compass Rose.</li> <li>• Group work: Create 7 continents and map places to be studied.</li> <li>• Summarize an area based on political/ physical maps (climate, land use, religion &amp; language).</li> <li>• Compare regions based on the maps.</li> <li>• Create a 3 dimensional map of a specified area.</li> </ul>	Rubrics Vocabulary quiz Portfolio Graphic organizers Map term test Demonstrate knowledge of maps	17.A.3a 17.A.3b 17.B.3a 17.C.3a 17.C.3c
October	Southwest Asia	Read for content CRISS note taking Following routes on a map Technological advances Social classes	<ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Concept map</li> <li>• Place social classes in a classification pyramid.</li> <li>• Practice writing using a cuneiform.</li> <li>• Discuss Hammurabi's code.</li> <li>• Complete matrix showing contributions made by groups in Fertile Crescent.</li> <li>• Compare/contrast Phoenician alphabet to our alphabet.</li> </ul>	Rubrics Worksheets on map routes Focus questions Chapter Test	17.A.3a 17.B.3a 17.C.3a 18.A.3a 1.B.3b 1.A.3b
November	Asia and Americas – Early Civilizations	Read for content Indus River importance Chinese culture and traditions Innovations/Inventions Topographic maps Artifact analysis Evaluate Olmec and Mayan connection CRISS note taking	<ul style="list-style-type: none"> <li>• Write an ending to the Mohenjo Daro mystery.</li> <li>• Comic strip on use of Oracle Bones</li> <li>• Use Shang symbols to write a sentence.</li> <li>• Questions on elevated maps</li> <li>• Compare/Contrast in Venn diagram the Olmec and Mayans.</li> <li>• Vocabulary T-charts</li> </ul>	Focus Questions Chapter test Vocabulary quizzes Worksheets on elevated maps and artifact analysis	17.A.3a 17.A.3b 17.B.3a 17.C.3a 17.C.3c 16. E.3a 18.A.3a

**Wentworth Jr. High School  
Curriculum Map  
Social Studies – 6th Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
December	Empires of Ancient India and China	Reading for comprehension CRISS note taking Compare government structures Cause and Effect 13 year empire	<ul style="list-style-type: none"> <li>• Vocabulary webs</li> <li>• Venn diagram on dynasties</li> <li>• Dynasty webs</li> <li>• ABC book</li> <li>• Map drawing</li> <li>• Role playing</li> </ul>	Rubrics Tests Quizzes Portfolio	16.E.3a
January	India/Persia	Connecting main ideas Read for information	<ul style="list-style-type: none"> <li>• Mapping</li> <li>• Vocabulary cards</li> <li>• Describe the cultures with supporting details.</li> </ul>	Focus questions Tests Quizzes Worksheets	16.E.3a
February/March	Rome	Read for content KWL chart CRISS note taking Internet research Compare/Contrast using a diagram Literature circles on <i>The Footsoldier</i> Discussions on review questions	<ul style="list-style-type: none"> <li>• Punic War poster board display</li> <li>• Discuss Twelve Table research acquired</li> <li>• In teams: Name policies or programs that united Rome</li> <li>• Create a graph out of the number of followers of the different religions of the world.</li> </ul>	Rubrics Reflection journals Student made tests	14.A.3 14.B.3 15.E.3b 16.B.3a 2.C 2.B 3.A 3.B 3.C 4.A 4.B 5.B

**Wentworth Jr. High School  
Curriculum Map  
Social Studies – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
April	Byzantine Empire	Point of view Primary sources Recognizing general and supporting statements Distinguish between fact and opinion	<ul style="list-style-type: none"> <li>• Graphic organizers for Byzantine Empire, Muslim Empire, Europe in the Middle Ages</li> </ul>	Tests Rubrics Quizzes Focus questions	16.B.3b
	Middle Ages	Apply reading and research skills Apply information Connect main ideas	<ul style="list-style-type: none"> <li>• Coat of Arms</li> <li>• Diorama of feudal manor and surrounding villages</li> </ul>	ABC book of Middle Ages	16.A.3b 16.B.3c
May	Empires in the Asias and Americas	Read for content Graphic organizers Discover how the empire was built Achievements Compare life during the different dynasties Effects of the Mongol conquests, Marco Polo and Kublai Khan Relationship between Japan's isolation and growth Aztec influence Inca influence	<ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Vocabulary signs</li> <li>• Anticipation guides</li> <li>• Compare viewpoints</li> <li>• Concept map</li> <li>• Interpret graphs, charts, maps</li> <li>• Cause and effect of Mongol Empire</li> <li>• Comparing maps of different scales</li> <li>• Concept web</li> </ul>	Rubrics Worksheets to reinforce skills Focus questions Poster on the Inca or Aztec way of life	1.A.3b 1.B.3b 16.A.3b 16.B.3d 16.C.3a 17.A.3a 17.B.3b 16.C.3c 16.E.3b

**Wentworth Jr. High School  
Curriculum Map  
Physical Education – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
September/October	Physical Fitness Testing	Shuttle run, sit-ups, pull-ups, sit and reach, mile run	<ul style="list-style-type: none"> <li>Students will be tested in all of these activities.</li> </ul>	Scores will be recorded. Presidential = A National = B All Other = C, D, or F	19.A.3      20.A.3b 20.B.3b    20.C.3a 20.C.3c     21.A.3a
October	Flag Football	Throwing, catching, making plays, game play	<ul style="list-style-type: none"> <li>Students throw to each other, also play QB, center and RB.</li> </ul>	Participation and dress are the assessment.	19.A.3      21.A.3a 21.B.3
	Hoops for Heart	Lay ups, free throws and jump shots	<ul style="list-style-type: none"> <li>Students pay one dollar for a chance to shoot for 30 seconds to score points and raise money for charity.</li> </ul>	Dress is the assessment.	19.A.3      21.A.3a 19.C.3a     21.A.3c
November December January	Volleyball skills and tournament	Passing, setting, serving and game play	<ul style="list-style-type: none"> <li>Passing test, setting test, serve test and game play</li> </ul>	Same as the activities also dress is the assessment	19.A.3      19.B.3 20.A.3b    20.B.3a 20.B.3b    20.C.3a 20.C.3c    21.A.3a 21.A.3c
January	Roller-skating	Students will roller-skate for one week.	<ul style="list-style-type: none"> <li>All skate, couples' skate, backwards skate and skating games</li> </ul>	Participation worksheets for those who do not skate is the assessment  Participation is assessment for those who do.	19.A.3      19.B.3 20.A.3b    20.B.3a 20.B.3b    20.C.3a 20.C.3c    21.A.3a 21.A.3c
February	Basketball	Dribbling, passing, shooting and game play	<ul style="list-style-type: none"> <li>Dribble l/r and around cones, whistle stop, tag, gauntlet, 3 on 3 passing, lay up practice, free throw practice</li> </ul>	Mikan test, free throw test, dribbling and shooting relays, participation in sideline basketball and game play are the assessment	19.A.3      21.A.3 21.A.3b    19.C.3a 19.C.3b    21.B.3
March	Track and Field	Long Jump, Triple Jump, High Jump, Shot Put, Discus	<ul style="list-style-type: none"> <li>Step by step instruction for long, high, triple jump, shot put, and discus</li> </ul>	If they did all of the activities correctly, they receive points.	19.A.3      19.B.3 19.C.3a    20.A.3b 20.B.3a    20.B.3b 20.C.3a    20.C.3c 21.A.3a    21.A.3c 21.A.3b    21.B.3

**Wentworth Jr. High School  
Curriculum Map  
Physical Education – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
April	Crab Soccer Scooter Hockey	Arm and leg strength, rule following	<ul style="list-style-type: none"> <li>• Crab position and kick Omnikin ball into the goal</li> <li>• Mini hockey sticks and puck are used with scooters to play hockey.</li> </ul>	Participation and dress are the assessment.	19.A.3      19.C.3a 19.C.3b    20.A.3b 21.A.3a    21.B.3 21.A.3b
	Dodgeball	Throwing, catching, accuracy and aim	<ul style="list-style-type: none"> <li>• Jailbreak, doctor, captivity, cone ball, protect the pin</li> </ul>	Participation and dress are the assessment.	19.A.3 21.A.3a 21.B.3 19.B.3 19.C.3a
May	Pickleball, Volleyball outside and Badminton	Hand eye coordination and rule following	<ul style="list-style-type: none"> <li>• Pickleball games, badminton games, volleyball games outside</li> </ul>	Participation and dress are the assessment.	19.A3 21.A.3a 21.B.3 19.B.3 19.C.3a
June	Kickball and Softball	Hitting, kicking, catching, and game play	<ul style="list-style-type: none"> <li>• Fun games for the last week</li> </ul>	None	19.A.3 19.B.3 19.C.3a 21.A.3a 21.B.3

**Wentworth Jr. High School  
Curriculum Map  
Music – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
Weeks (1-3)	<p>Music theory</p> <p>Music composition</p>	<p>Students will attempt to know the language of the arts:</p> <p>Musical terms</p> <p>Naming notes on the staff (Treble/Bass clef)</p> <p>Rhythmic values (Notes/Rests)</p> <p>Students will attempt to score (write) the music on staff paper (lined music paper).</p>	<ul style="list-style-type: none"> <li>• Music Symbol Bingo</li> <li>• Various musical selections to decipher</li> <li>• Rhythmic Bingo</li> <li>• Musical compositions from the textbook</li> </ul>	<p>Test</p> <p>Quizzes</p> <p>Students will attempt to accurately identify the names of notes per clef (Treble or bass).</p> <p>Students will attempt to accurately identify the musical symbols.</p> <p>Students will attempt to accurately identify the musical rhythms.</p>	<p>25.</p> <p>25.A.3c</p>
Weeks (4-6)	Music performance		<ul style="list-style-type: none"> <li>• Attempt to play assigned songs on the keyboard/piano</li> </ul>	<p>Students will attempt to practice performing a musical composition (a song) on the classroom keyboards.</p>	26.B.3c
Weeks (7-9)	Music history	<p>Students will attempt to understand the role of the arts in civilizations past and present</p>	<ul style="list-style-type: none"> <li>• Listening excerpts</li> <li>• Composer synopses</li> <li>• Research projects</li> <li>• Musical(s)</li> <li>• Opera(s)</li> </ul>	<p>Tests</p> <p>Quizzes</p> <p>Students will attempt to complete Music History projects and present them in a timely fashion.</p>	27.



**Wentworth Jr. High School  
Curriculum Map  
FACS – 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
August thru November	Foods	Safety skills Measuring skills Tool identification Computer skills Cooperative learning, usage of advertising techniques, following directions	<ul style="list-style-type: none"> <li>• Lab situations</li> <li>• Tool bingo game</li> <li>• Selection of various ads depicting various techniques</li> </ul>	Tests Rubric for lab Student made commercial Power Point presentation	19.C.3d 21.A.3d 22.A.3d 3.A.3 4.B.3d 4.B.3b 6.A.3
November thru January	Clothing	Read and follow directions Understand various tools needed Operate a sewing machine, recognize terms and symbols used in construction and learn how to manage time by constructing a time schedule	<ul style="list-style-type: none"> <li>• Term and tool bingo</li> <li>• Basic hand stitch initials,              practice drivers test on machine,              working on creating a decorative              pillow</li> </ul>	Test Divers test Completion of project Weekly calendar	

**Wentworth Junior High School  
Curriculum Map  
Title I Reading and Language Arts - 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
<p>All Year:</p> <p>Self-selected library books (SSR), every day</p> <p>Tape reports (one time per wk.), fiction and nonfiction</p> <p>Leveled short stories</p> <p>20 weeks:</p> <p>Spelling</p> <p>16 weeks</p> <p>Daily oral language (D.O.L.)</p>	<p>Comprehension Visualization Summarization</p> <p>Visualization Fluency Vocabulary Development Comprehension</p> <p>Comprehension</p> <p>Grade appropriate Spelling lists and rules Vocabulary development Memorization techniques</p> <p>Edit sentences for grammatical and punctuation errors Learn and use correct language conventions written and oral</p>	<p>• Silent reading</p> <p>• Read and listen simultaneously to fiction and nonfiction at the "listening level"</p> <p>• Read independently and apply strategies to monitor reading</p> <p>• "Read it, say it, write it, and check it" from overhead to wipe boards</p> <p>• Cooperative spelling partners</p> <p>• Edit two sentences 3 times/week</p> <p>• Record grammar/punctuation rules in 2 column notes</p> <p>• Games: "D.O.L. cooperative partners"</p> <p>• D.O.L. lottery and races</p>	<p>Oral reporting via individual conferences</p> <p>Summary of story fluency on "reading back"</p> <p>Multiple choice at end of the story</p> <p>Alphabetical order "Your choice" homework assignment Friday test</p> <p>Test every other week application of learned skills in student generated written work</p>	<p>1.A.3a, 1.B.3d, 2.B.3a, 1.A.3b, 1.C.3b, 2.B.3c, 1.B.3c, 1.C.3c</p> <p>1.A.3a, 1.A.3b, 1.B.3c, 1.B.3d, 1.C.3b, 1.C.3c, 1.3.d, 2.B.3a, 2.B.3b, 2.B.3c, 1.B.3a, 1.C.3c, 1.C.3f</p> <p>1.B.3a, 1.C.3e, 1.A.3a, 1.A.3b, 1.C.3b, 1.C.3c, 2.B.3b, 5.C.3c, 2.A.3b</p> <p>3.A., 3.A.1, 3.A.2, 3.B.2d, 1.A.2a</p> <p>3.A., 3.A.1, 3.A.2, 3.A.3, 3.B.2d</p>	
<b>**** In addition to the contents on page 1, the following units/topics will be taught in this sequence: ****</b>					
<p>September October November</p>	<p>Short stories</p>	<p>Vocabulary development Comprehension Story elements</p> <p>How to write a short essay response</p>	<p>• Choral reading, note taking, application of story elements</p>	<p>Multi-choice question</p> <p>Written short essay rubric</p>	<p>1.A.3b 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 1.C.3c 1.C.3d 1.C.2e</p>

**Wentworth Junior High School  
Curriculum Map  
Title I Reading and Language Arts - 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
December	3 paragraph business letter, address envelope	<p>Written letter with topic Supporting detail and evaluation Organization of writing Graphic organizer Self-expression format of a business letter and addressing of an envelope</p> <p>Oral presentation of letter to class</p>	<ul style="list-style-type: none"> <li>• Write to Santa</li>   <li>• Oral presentation</li> </ul>	<p>Rubric on written work Application from previous D.O.L. lesson</p> <p>Rubric on good speaking</p>	<p>3.A.3 3.B.3a 3.B.3b 3.C.3a</p> <p>4.B.3a 4.B.3c 4.B.2a 4.B.2C</p>
January February March	<p>Personal letter and address envelope</p> <p>Expository writing "My Family"</p> <p>Expository writing: Descriptive, demonstrative sequence writing</p>	<p>Written expression Use of topic, supporting detail and elaboration Format of personal letter Addressing of envelope</p> <p>Use of graphic organizers Use of topic sentence, supporting detail and elaboration Written expression Conventions of written work</p> <p>All of the above and: Emphasis on importance of sequence and use of transition words</p>	<ul style="list-style-type: none"> <li>• Thank you note for holiday gifts</li>   <li>• Edit and peer edit</li>   <li>• Self-selected topic must be able to describe in order and detail how to do something.  Example: How to plant or carve a pumpkin, or make a peanut butter and jelly sandwich</li> </ul>	<p>Rubric on written work Application from previous D.O.L. lesson</p> <p>Graded graphic organizer, rough copy, and final copy</p> <p>Rubric for sequence writing Application of previous D.O. L. lessons and spelling</p> <p>Oral presentation of actually doing only what their paper tells them to do</p>	<p>3.A.3 3.B.3a 3.B.3b 3.C.3a</p> <p>3.A.3 3.B.3a 3.B.3b 3.B.2a 3.B.2b 3.B.2d</p> <p>Same as above</p> <p>4.B.3a 4.B.3c 4.B.2a 4.B.2c 4.A.3b 4.A.3c 4.A.3d</p>

**Wentworth Junior High School  
Curriculum Map  
Title I Reading and Language Arts - 6<sup>th</sup> Grade**

Month	Content	Skills	Suggested Activities	Assessments	State Standards
January February March (Continued)	Structural analysis  Expository essay: "Class Pet"	Another tool to unlock unknown words  Use of graphic organizers Written expression Use topic, supporting detail, and elaboration Creativity stressed introduction, body and conclusion of good writing	<ul style="list-style-type: none"> <li>• Application of knowledge on practice pages</li> <li>• Weekly class games</li>   <li>• Self-edit and peer edit</li>   <li>• Read papers aloud</li> </ul>	Observation on read back section of tape reports Graded practice pages Application test at end of unit  Class generated rubric as to what makes an excellent paper	1.A.2a 1.A.2b  3.A.3 3.B.3c 3.B.3b 3.C.3a
April May	Expository paper "Good Friend"  Report writing from nonfiction articles: "Naked Mole Rats" and "Vampire Bats"  Narrative writing with a prompt: "A time when you felt sad"	Same as above  Read and comprehend article Notes taken from article in own words Use of graphic organizer Introduction, body and conclusion  Switch to first person Use of story elements in writing Topic sentences middle and conclusion of story	<ul style="list-style-type: none"> <li>• Choral read articles</li> <li>• Take notes independently</li> <li>• Write paper independently</li>   <li>• Oral presentation</li>   <li>• Self and peer edit</li> </ul>	Class generated rubric  Oral presentation of papers Class constructed rubric and grading of speaking skills  Same as above	3.A.3 3.B.3a 3.B.3b 3.C.3a  4.B.3a 4.B.3c 4.B.2a 4.B.2c  Same as above