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GRADE

6



“WE KNOW THAT EVERY SINGLE PARENT CARES DEEPLY ABOUT THEIR CHILD’S ACADEMIC ACHIEVEMENT. THAT’S WHY WE ARE WORKING MORE CLOSELY WITH FAMILIES, BECAUSE WE KNOW THEIR INVOLVEMENT IS CRITICAL TO THE SUCCESS OF OUR CHILDREN, AND OUR SCHOOLS.”
- CHANCELLOR KAYA HENDERSON

How to Use the Parent Curriculum Guide:

This guide gives you the tools you need to support your child at home. In this booklet, you’ll find strategies based on the DCPS curriculum to help your child meet his or her learning goals. You’ll have a better understanding of what your child is learning in school and how you can further learning at home.

In addition, this guide provides specific strategies to implement at home for our Cornerstone assignments. Cornerstone assignments are high-quality, in-depth activities offered across the district that all DC Public Schools students will participate in during each unit of study. We have provided you with four sample Cornerstone assignments that your child may experience along with tips and suggestions on ways to support them at home.

For more information on Cornerstones visit bit.ly/DCPSCornerstonesVid.

What You Can Do:

You play a very important role in your child’s academic performance. Here are some things you can do to support learning at home:

- ▶ Let your child know that education is the foundation for success.
- ▶ Know what your child is expected to learn in the 6th grade.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ Provide a designated time and location to complete homework.
- ▶ Talk to your child about what is happening in school and constantly monitor progress.
- ▶ Advocate for your child.
- ▶ Share your child’s strengths with your child’s teacher.

Questions to Ask Your Child’s Teacher:

When speaking with your child’s teacher about academic progress, here are a few questions you may want to consider asking:






























- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child’s work? How does it or doesn’t it meet these learning goals?
- ▶ Is my child at or above grade level, what extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?

Talking to Your Child:

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider asking:

- ▶ Tell me about the best part of your day.
- ▶ What was the hardest thing you had to do today?
- ▶ Can you show me something you learned today?
- ▶ What books are you reading in school? Describe your favorite character? Why do you like that character?
- ▶ What do you think you should do more of at school? What do you think you should do less of? Why?

WHAT MY SIXTH GRADER IS LEARNING

	ENGLISH LANGUAGE ARTS 	MATH 	SCIENCE 	SOCIAL STUDIES 
<p>AUGUST–OCTOBER</p> 	<p>Students go back in time to experience heroes, myths and legends from a variety of sources. Evidence-based writing focuses on crafting narratives that contain story elements presented in the myths, legends or folktales studied.</p> 	<p>Students will learn to use ratio language to describe a relationship between two quantities.</p> 	<p>Children analyze and interpret data to determine similarities and differences in findings. Students focus their analysis on the history of planet Earth and the solar system.</p> 	<p>Students will identify and define various large regions in the Eastern and Western hemispheres</p> 
<p>OCTOBER–DECEMBER</p> 	<p>Students compare and contrast how different texts explore the theme of “growing up.” Evidence-based writing focuses on explaining mixed feelings about the inevitable loss of childhood.</p> 	<p>Students will learn to divide fractions by fractions, and solve word problems involving the division of fractions by fractions. Students will learn to fluently compute with whole numbers and decimals. Students will learn to divide fractions by fractions.</p> 	<p>Children develop an understanding about heat transfer, oceans and climate.</p> 	<p>Students will examine migration patterns of populations and analyze the relationship between the environment, climate, and human societies.</p> 
<p>DECEMBER–FEBRUARY</p> 	<p>Students read fictional and informational immigrant stories and examine the forces that lead so many people to move to America. Evidence-based writing focuses on arguing about immigration policy.</p> 	<p>Students will solve real world problems with rational numbers.</p> 	<p>Children collect data to describe how complex interactions results in changes in weather.</p> 	<p>Students will analyze urbanization and its causes and effects as related to the geography of the region (South Asia, East Asia, and Europe).</p> 
<p>FEBRUARY–APRIL</p> 	<p>Students read fictional and informational immigrant stories and examine the forces that lead so many people to move to America. Evidence-based writing focuses on arguing about immigration policy.</p> 	<p>Students will learn to write and evaluate expressions involving whole-number exponents.</p> 	<p>Children analyze natural resources and human impacts on Earth Systems.</p> 	<p>Students engage in regional study of East Asia and Europe and investigate the effects of urbanization, transportation and infrastructure on populations.</p> 
<p>APRIL–JUNE</p> 	<p>Students develop an understanding of courage by examining how people and characters faced and overcame obstacles. Evidence-based writing focuses on presenting an argument about a challenging situation.</p> 	<p>Students will learn to solve real-world and mathematical problems involving area, surface area and volume. Students will learn to summarize, describe and display numerical data.</p> 	<p>Children analyze and interpret data on natural hazards to forecast future catastrophic events.</p> 	<p>Students engage in regional study of Africa. They study the interconnectivity between geography and culture, religion, and economic systems, using primary and secondary sources</p> 

MATH CORNERSTONE

In this Cornerstone, students will decide if a drink is as healthy as it seems. They will compare nutrition labels and serving sizes, and use mathematics of ratios to compare the sugar content. Students will create a public service announcements to inform fellow students and encourage them to rethink their drinks.

How You Can Help Your Child:

- ▶ Discuss nutrition labels on grocery items with your child. Ask them to compare similar items when grocery shopping to make a recommendation for what the family should buy. Encourage them to contribute use their knowledge of ratios to help the family make healthy choices at the grocery store.



ENGLISH LANGUAGE ARTS CORNERSTONE

In this Cornerstone, students continue their study of what it means to grow up. They compare and contrast different perspectives on growing up by closely reading *Eleven* and *On Turning Ten* by Billy Collins. They also conduct an interview with an adult and complete a personal reflection. Students write an essay that describes the differing points of view on growing up.

How You Can Help Your Child:

- ▶ Watch Gabriel Perez's depiction of *On Turning Ten* www.youtube.com/watch?v=VGa_DcNekTw with your child. Ask your child "What do you think Billy Collins thinks about turning ten?" or "How does Gabriel Perez use this video to visually convey Billy Collins' poem?"

Year Long Learning Tips:

- ▶ When your child asks for help, provide guidance, not answers. When helping your child, ask guiding questions, such as "Where do you begin?", "What do you need to find out?", or "Can you show me in a drawing how you got the answer?"
- ▶ Have your child read each problem out loud slowly and carefully, so he or she can hear the problem and think about what is being asked. This will help your child break down the problem and come up with problem-solving strategies.
- ▶ Ask "what if" questions about the books and stories your child is reading. What if the author had decided to change a specific plot point? What if a character in a biography had made a different decision at a key moment? Ask questions that prompt your child to think through the motivations behind the actions of different characters.
- ▶ Did you know that your school has a new digital grade book called EngradePro? EngradePro allows for parents to monitor student progress in real time. You can view your child's grades, assignments and send messages directly to the teacher. For more information, and to get your username and password, please contact your child's school.

In this Cornerstone, students gain a deeper understanding of bullying and violence by exploring the reasons why people choose these behaviors. They apply this knowledge in order to resolve issues within their own school and community.

How You Can Help Your Child:

- ▶ Arrange opportunities for your child to socialize with friends outside of school to help build and maintain a strong support system. Try reaching out to neighborhood parents, local community centers with after-school activities, and your spiritual community. The more time your child can practice social skills in a safe environment, the better. Children who have friends are less likely to be bullying victims—and, if your child is bullied, friends can help ease the negative effects.

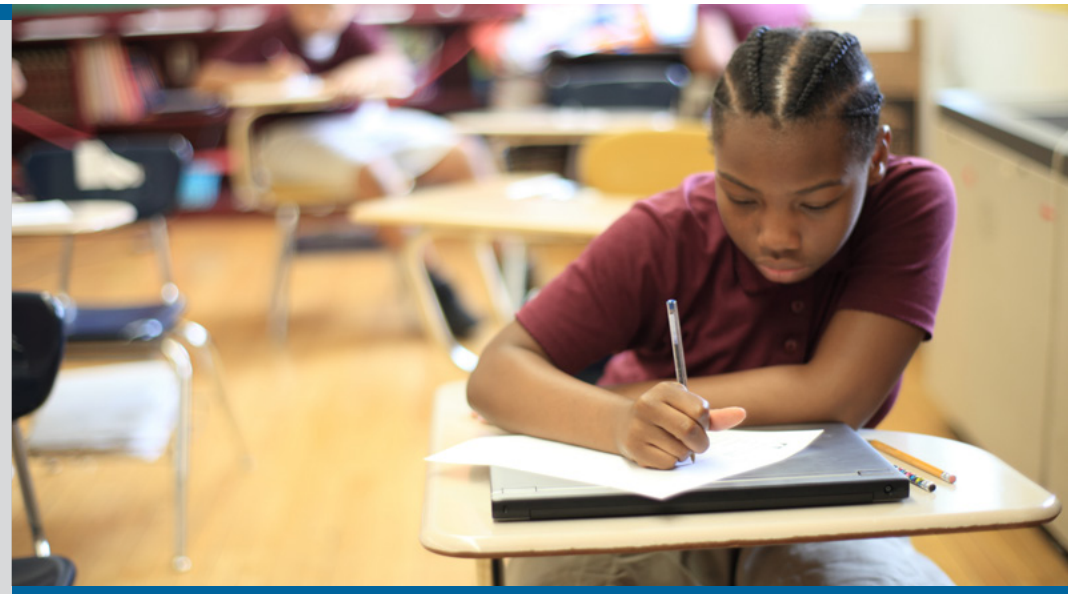
Year Long Learning Tips:

- ▶ Help your child figure out how to process information by asking questions such as “What was the main idea in the article you just read?” “What are the most important things you want to remember about it?” Learning how to identify and focus on essential information will be an important skill throughout your child’s life. As the amount of reading material your child is assigned increases, your child will need to develop these strategies for synthesizing all that he/she is learning.
- ▶ Make sure your child has a quiet, well-lit place to study. Avoid having the television on and remove other distractions.
- ▶ Encourage your child to write. Give them a journal or diary where they can write about their thoughts or their favorite person, place or thing.

In this Cornerstone, students present themselves through their own social media profile in the target language (Spanish, French, Latin or Mandarin Chinese). Each student gives basic information about themselves such as name, age, DOB, nationality, residence, their favorite activities, their personality and look. At the end of the unit, students create a class game for students to guess each other by reading the information without names and profile pictures.

How You Can Help Your Child:

- ▶ Encourage your child to listen for correct pronunciation and familiar words and phrases on TV and radio programs offered in your child’s target language.
- ▶ Encourage your child to use a digital audio recording for practice. Students enjoy hearing themselves on audio and can easily create useful exercises. For example, the student records a list of vocabulary in English, pausing after each word, before supplying the foreign language translation. When playing the audio file, the student gives the foreign language translation for each English word and hears his or her pre-recorded answer allowing your child to further practice.



ACTIVITIES TO PRACTICE WITH MY SIXTH GRADER



Read together everyday for 20 minutes.

AUGUST-
OCTOBER



Watch a movie based on legends and mythical characters. Ask your child to explain how the characters are portrayed differently in the books than the movie.



Keep a journal recording how much time you spend reading each day! List your favorite characters from each story and identify a place in the story where the character shows a quality that you admire.



Ask your child to calculate the unit price of different sized cereals to determine the better deal - (i.e Is a 21.7 oz box of Fruit Loops for \$3.84 a better deal than a 12.2 oz box of Fruit Loops for \$2.75? Why?



Use ratio language to describe people and items while out and about (i.e. The ratio of redskins fans to cowboys fans is 5 to 3)



Take a virtual visit to the National Geographic website and read about how our understanding of maps impacts the ways in which we view the world (maps.nationalgeographic.com/maps).



OCTOBER -
DECEMBER



Visit the National Zoo! Record observations (like color, shape, and size) of your five favorite animals. Keep your observations as objective as possible. For example, "The lion is tan and strong."



Calculate prices while shopping - Consider asking your student "how much will these items cost together? How much change will I receive? How much will each person pay if we split the bill evenly?"



Check out "Early Human Migration" interaction map (bit.ly/1EWxW2Il) and trace the migration patterns of early humans. What specific environmental challenges did they face?



Consider asking your student to interview older adults in the community to learn about their experiences growing up. Ask your student to compare and contrast their life with the life of the person being interviewed.



Plan a trip to the National Mall! Explore the history of one of the monuments or memorials. Discuss what the monument means to you.



DECEMBER -
FEBRUARY



Visit a park to observe and predict patterns in the motion of objects, like the back and forth motion of swinging on a swing, rolling a ball back and forth, or going up and down on a see-saw.



Ask students to continue visual patterns and to figure out how many objects will be in the 43rd pattern. See if they can create an equation to determine how many objects will be in any step of the pattern. See: <http://www.visualpatterns.org>



Work with your student to trace your family tree. See how far back you can go! Try to collect as many pictures as you can.



Speed up your typing skills with the fun games and activities at bit.ly/TypingFun. Can you win all of the games?!



Create a family budget tracker. After a week, review the tracker. What predictions can you make about the remainder of the month based on what you see from the first week?



FEBRUARY -
APRIL



February is Heart Health Month! Practice jumping rope for your heart's health. Take your pulse before and after to see how hard your heart is working. Visit bit.ly/DCPSpulse to learn more.



Imagine what the wrapping paper would look like for different 3D objects if there was no overlap when wrapping the paper.



Use the CIA World factbook (bit.ly/DCPSCIA) to gather information about 2 of the countries in this region (i.e. religions, languages spoke, current population).



Identify shapes in everyday life and discuss how to decompose shapes into rectangles and triangles.



Visit the National Museum of American History. As you view the exhibitions, ask your child to read the descriptions and explain how the people featured overcame challenging situations.



APRIL -
JUNE

Ask students to engage with the data in every day media (newspapers, TV, social media, etc.). Discuss whether the display is the best for the data shown, what the data suggests, how to summarize the data or describe the shape of the data.



Visit the National Building Museum's interactive "Designing for Disaster" exhibit and learn about how engineers and architects use scientific data and principles of engineering to build disaster-proof structures (bit.ly/DCPSNationalBuilding).



Watch a movie based on legends and mythical characters. Ask your child to explain how the characters are portrayed differently in the books than the movie.



What are your summer plans? Brainstorm five activities you can do together to keep learning over the summer.



Visit the Kenilworth Park and Aquatic Gardens. Take a pond tour on weekends at 10 a.m to look for frogs. Visit nps.gov/keaq for more information.

