



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



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PARENT CURRICULUM GUIDE



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GRADE 



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.

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  |
|--|---|---|--|--|
| FALL  | <p>Students will read the novel <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, as a coming of age story, an evaluation of courage and navigating systemic injustice, and as a critique of race relations in the American South during the Great Depression.</p> <p>• • •</p> <p>Students will consider the challenges facing children as they grow up, whether growing up has gotten easier over time, and what still needs to be done to improve upon these challenges.</p>  | <p>Students will understand ratio concepts and use ratio reasoning to solve problems. Students will apply and extend previous understandings of multiplication and division to divide fractions by fractions. Students will compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>• • •</p> <p>Students will apply and extend previous understandings of numbers to the system of rational numbers.</p>  | <p>Students study the relationships between Earth, the Sun, the Moon, the solar system, and the Milky Way galaxy.</p> <p>• • •</p> <p>Students explore how the Earth has changed over billions of years.</p>  | <p>How do we know where we are? By examining the characteristics of nearby and far away areas, students learn that geography affects the development of cultures, political structures, and social structures.</p> <p>• • •</p> <p>What is America? Students explore regions within the Americas, and learn how trade, migration, and settlement led to increased opportunities.</p> <p>• • •</p> <p>What defines the Middle East? Students explore the three major Abrahamic religions: Judaism, Christianity and Islam, and compare their beliefs and behaviors.</p>  |
| WINTER  | <p>Students dig deep into the immigration experience that is foundational to the United States of America. The learning experiences they will undertake will require them to think critically about immigration as both a universal human experience and as a policy issue that affects millions of families every day.</p>  | <p>Students will apply and extend previous understandings of arithmetic to algebraic expressions. Students will reason about and solve one-variable equations and inequalities. Students will represent and analyze quantitative relationships between dependent and independent variables. Students will solve real-world and mathematical problems involving area, surface area, and volume.</p>  | <p>Students study what past geoscience processes can tell us about Earth materials and natural hazards.</p> <p>• • •</p> <p>Students learn how the interactions of the air, ocean, and land can be used to predict weather patterns and how this knowledge can be applied to our world.</p> <p>• • •</p> <p>Students explore how the use of natural resources impacts the environment.</p>  | <p>Who is responsible for educating every child? Students investigate how geography impacts a child's access to education in South Asia.</p> <p>• • •</p> <p>Is the world growing too fast? Students engage in regional study of East Asia and investigate the causes & effects of rapid global population growth over the past two centuries.</p> <p>• • •</p> <p>Is Europe more powerful together or apart? Students investigate the physical and human geography of Europe, and analyze the major economic systems that were used in 20th century Europe to distribute resources.</p>  |
| SPRING  | <p>Students will explore the diverse tapestry of experiences, which they are uniquely capable of contributing to by sharing their stories, standing up for what they believe in, and constantly seeking new knowledge to inform their actions.</p>  | <p>Students will develop understanding of statistical variability and summarize and describe distributions.</p>  | <p>Students explore how the use of natural resources impacts the environment.</p>  | <p>What do we talk about when we talk about Africa? By analyzing Africa's diverse landscape, cultural geography, and languages, students learn not to discuss a generalized "single" Africa.</p> <p>• • •</p> <p>What do countries owe each other? Students investigate the causes and impacts of natural disasters, and how citizens of the world respond to these crises.</p>  |

ACTIVITIES TO PRACTICE WITH MY SIXTH GRADER



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Read together everyday for 20 minutes.

FALL



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.

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.



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?"

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).

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?)



Take your child on a visit to the Albert Einstein Planetarium at the Smithsonian National Air and Space Museum.

Take your child on a visit to the Smithsonian National Museum of Natural History's Hall of Fossils exhibit and journey through time from the beginning of life on Earth through the reign of the dinosaurs to the present, a time of immense planetary changes.



Take a walk around your community with your student and help your student identify local resources to display on their Community Profile Map. Practice reading maps (on the metro, on a GPS/Google Maps, etc.) during your commute with your student.

Practice sourcing the origins of items in daily life, such as clothing, cars, and food, to help your student understand where things come from all around the world. Discuss how countries cooperate to make a finished product.



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."

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



WINTER



Work with your child to their personal identities and the qualities that make them unique, heritage being a part of one's identity.



Ask your child 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/>



Take your child on a visit to the Smithsonian National Museum of Natural History's Hall of Geology, Gems, and Minerals to learn the secrets of Earth's gems, minerals, rocks, earthquakes, and volcanoes.



Continue reading the book "I am Malala" together by loaning it from your neighborhood library.

Ask your child to share their letter that they are sending to the DC Department of Urban Development, and engage in a discussion around how city living can change over time.



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



SPRING



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.



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

Ask your child 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.



Include your child in your plans for summer vacation. Think about the places you might go, and do research together about the weather and climate in the place you want to visit. What kinds of extreme weather might you have to avoid or prepare for if you decide to visit?



Ask your child about what they've learned about the diversity of different countries and regions within Africa.

The SAGE post-test takes place in June! Encourage your child to do their best!



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.



English Language Arts



Math



Science



Social Studies



Enrichment Activity