

Social Studies

By the end of 1st Nine Weeks students are expected to understand:

- the eight themes featured in the seventh grade social studies course: Conflict and Change, Culture, Governance, Human Environmental Interactions, Location, Production, Distribution, and Consumption, Movement and Migration. Time, Change, and Continuity
- that when there is conflict between or within societies, change is the result.
- that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
- that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
- that location affects a society's economy, culture, and development.
- that the movement or migration of people and ideas affects all societies.
- that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
- that while change occurs over time, there is continuity to the basic structure of that society.
- conflict and change in Europe to the 21st century.
- be able to locate selected features of Europe.
- the impact of location, climate, natural resources, and population distribution on Europe.
- the cultural characteristics of Europe.
- compare and contrast various forms of government.
- explain the structure of modern European governments.
- understand that when there is conflict between or within societies, change is the result.
- that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
- that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
- that location affects a society's economy, culture, and development.

6th Grade Social Studies Teachers

Mr. D. Allen
Mrs. F. Smith
Ms. P. Golden
Ms. M. English

Reading

By the end of the 1st Nine Weeks students will:

- Explore literary texts through reading
- Identify and analyze the elements of setting, characterization, plot, the resolution of the conflict of a story or play, internal/external conflicts, character conflicts, characters vs. nature, characters vs. society, antagonist/protagonist.
- Explore informational texts through reading
- Apply knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index), common graphic features (i.e., graphic organizers, diagrams, captions, illustrations, charts, tables, graphs), common organizational structures and patterns (e.g., transitions, logical order, cause and effect, classification schemes).
- Determine the meaning of unfamiliar words by using word, sentence, and paragraph clues.
- Recognize and use the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).
- Determine strategies for finding content and contextual meaning for unfamiliar words or concepts.
- Read aloud for fluency and comprehension (self-corrections, use rhythm, flow, and meter that sounds like everyday speech).
- Read both informational and fictional books from a variety of genres and subject areas (Reading Across the Curriculum) to equal 1,000,000 words during the school year.
- Participate in student-to-teacher, student-to-student, & group verbal interactions; display appropriate turn-taking behaviors. employ a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution); write a response to/reflection of interactions with others.
- listen to/view various forms of text/media in order to gather/share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools. respond to visual and oral texts and media (e.g., television, radio, film productions, and electronic media)' Identify persuasive and propaganda techniques used in media and identifies false and misleading information

6th Grade Reading Teachers

Mrs. S. Wallace
Ms. M. English
Mrs. K. Messner
Mrs. J. Stanfield
Mrs. J. Coates, ESOL

Sumter County Middle Schools

“SCMS...Expecting Success!”

SIXTH GRADE EXPECTATIONS 1ST NINE WEEKS 2011 - 2012



Kimothy Hadley, Principal
Matthew Cullifer, Asst. Principal

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Americus, Georgia 31719
229-924-1010

Mrs. A. Brunson, Math/Science Instructional Coach
Ms. S. Waymon, ELA/Social Studies Instructional Coach

The mission of Sumter County Middle School is to promote a learning environment that will provide all students with the knowledge and skills to be successful in life.

Language Arts

By the end of the 1st Nine Weeks students will be able to:

- Produce writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure; use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)
- Produce writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution); establish a statement as the main idea or topic sentence; develop the topic with supporting details; exclude extraneous and inappropriate information; conclude with a detailed summary linked to the purpose of the composition.
- Produce technical writing (friendly letters, thank-you notes, formula poems, instructions); exclude extraneous and inappropriate information
- Produce a response to literature; organize an interpretation around several clear ideas, premises, or images; provide a sense of closure to the writing
- Produce a multi-paragraph persuasive essay; anticipate and address readers' concerns and counter-arguments; provide a sense of closure to the writing
- Demonstrate understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
- Identify and use the eight basic parts of speech and demonstrate that words can be different parts of speech within a sentence.
- Identify and use nouns – abstract, common, collective, plural, and possessive.
- Identify and use adjectives – common, proper, and demonstrative
- Identify and use verbs – action (transitive/intransitive), linking, and state-of-being
- Identify and use interjections
- Identify and write simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons.

6th Grade Language Arts Teachers

Mrs. S. Wallace Mrs. K. Messner
Ms. M. English Mrs. J. Coates, ESOL

Math

By the end of the 1st Nine Weeks, students will be able to:

- Apply factors and multiples.;
- Decompose numbers into their prime factorization (Fundamental Theorem of Arithmetic);
- Determine the greatest common factor (GCF) and the least common multiple (LCM) for a set of numbers;
- Add and subtract fractions and mixed numbers with unlike denominators;
- Multiply and divide fractions and mixed numbers;
- Use proportions ($a/b=c/d$) to describe relationships and solve problems, including percent problems;
- Use fractions, decimals, and percents interchangeably;
- Analyze and describe patterns arising from mathematical rules, tables, and graphs.
- Evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations

6th Grade Math Teachers

Ms. C. Adams Mrs. P. Golden
Mr. C. Parker Ms. R. King
Mrs. A. Liggin

Science

By the end of the 1st Nine Weeks, students will be able to:

- Observe and explain how parts are related to other parts in systems such as weather systems, solar systems, and ocean systems including how the output from one part of a system (in the form of material, energy, or information) can become the input to other parts. (For example: El Nino's effect on weather)
- Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.
- Explain that a large portion of the Earth's surface is water, consisting of oceans, rivers, lakes, underground water, and ice
- Relate the tilt of the earth to the distribution of sunlight throughout the year and its effect on climate. Write clear, step-by-step instructions for conducting scientific investigations, operating a piece of equipment, or following a procedure.
- Explain the causes of waves, currents, and tides.
- Describe the composition, location, and subsurface topography of the world's oceans
Relate various atmospheric conditions to stages of the water cycle
- Demonstrate that land and water absorb and lose heat at different rates and explain the resulting effects on weather patterns.
- Relate unequal heating of land and water surfaces to form large global wind systems and weather events such as tornados and thunderstorms.
- Explain the effects of physical processes (plate tectonics, erosion, deposition, volcanic eruption, gravity) on geological features including oceans (composition, currents, and tides).
- Explain the role of the sun as the major source of energy and its relationship to wind and water energy.
- Describe methods for conserving natural resources such as water, soil, and air.
- Relate how moisture evaporating from the oceans affects the weather patterns and weather events such as hurricanes.
- Understand the importance of - and keep - honest, clear, and accurate records in science.
- Explain the role of the sun as the major source of energy and its relationship to wind and water energy.
- Describe methods for conserving natural resources such as water, soil, and air.
- Follow correct procedures for use of scientific apparatus
- Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.

6th Grade Science Teachers

Mrs. S. Allen Ms. M. English
Ms. D. Sarthala Mrs. P. Golden