# 6th GRADE DISTANCE LEARNING WITH NO TECHNOLOGY

Electronic versions of each of these learning packets may be accessed at
**bit.ly/BAPS_No_Tech_6**

## ENGLISH & LITERATURE

**Week 1:** Community Writing Prompt (1)
Read and Complete Questions for Maps-Yesenia Montilla
**Week 2:** Personal Narrative Writing Prompt (2)
Read and Complete Questions for The Terror-Junot Diaz
**Week 3**: Opinion Writing Prompt (3)
Read and Complete Questions for Learning to Read-Frances Ellen Watkins Harper
**Week 4**: Descriptive Writing Prompt (4)
Complete any remaining work and submit!

**Essential Skills:**

6**.3.R.7** Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.

**6.3.R.3** Students will analyze how key literary elements contribute to the meaning of the literary work:

- Setting
- Plot
- Characters (i.e., protagonist, antagonist)
- Characterization
- Theme
- Conflict (i.e., internal and external)

**6.3.W.1-** Students will write narratives incorporating characters, plot, setting, point of view, conflict (internal, external), and dialogue.

**6.3.W.3**
Students will clearly state an opinion supported with facts and details.

## MATH

Students will have the option to choose 6 out of 9 learning menu activities to demonstrate their understanding of essential learning targets from the first semester and third quarter of the 2019-20 school year. Students will also be applying learned skills within a culminating task in addition to the learning menu.

**Essential Skills:**

- 6.N.1 - Comparing positive rational numbers, representing integers in context, determining equivalencies among fractions, decimals, percents
- 6.N.2 - Adding and subtracting integers
- 6.N.3 - Identifying and using ratios to compare quantities
- 6.N.4 - Multiplying and dividing fractions and decimals
- 6.A.1 - Evaluating expressions, equations, and inequalities
- 6.A.2 - Creating equivalent expressions using properties
- 6.A.3 - Solving and analyzing one-step equations

## SCIENCE

Students will use science and engineering practices and crosscutting concepts to make sense of big ideas. There are six mystery objects with short descriptions. Mystery objects range from least challenging to most challenging. Students evaluate each object and determine if it's living or nonliving based on its characteristics. After engaging in the content, students use the information provided to make a claim (the substance is living or nonliving) based on the evidence and their understanding of the content. Students complete a writing graphic organizer to develop a scientific explanation that supports the claim before drafting the final scientific explanation for the mystery object. This learning module will support 40-60 minutes of science per week for the following five weeks.

### Essential Skills

- Analyzing and Interpreting Data
- Constructing Explanations
- Matter and Energy
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Patterns
- Structure and Function

## Social Studies

Students are given a menu of 15 options to choose from, focusing on social studies skills, with a goal of two activities per week (students are asked to complete 10 assignments over the course of five weeks). These activities will focus on BAPS Social Studies **Essential Skills**.

Students will be able to:

- analyze and interpret maps, charts, and graphs.
- define the elements and/or types of maps while demonstrating that they are able to locate places on a map utilizing coordinates, including, but not limited to latitude and longitude.
- compare and contrast how events or people affected places or one another throughout history.
- determine the causes and effects and analyze different events throughout history.
- differentiate fact from opinion while evaluating, interpreting, and comparing media biases, current events, political cartoons and propaganda.
- organize and compare and contrast historical people, places, and events through time into chronological order utilizing timelines.
- analyze the relationship between primary and secondary sources while determining the central ideas or information from these sources and cite specific textual evidence to support the analysis.
- draw evidence from informational texts including multiple print and digital sources to support analysis, reflection, and research.
- write clear and coherent informative/explanatory/argumentative texts, including the narration of historical events, in which the development, organization, and style are appropriate to task, purpose, and audience.

## Computer Science

Students will choose an activity from their work packet or, online resource book, to continue their learning in Computer Science. Students may choose the activities based on their level of understanding, to try a challenge, or to have fun exploring and creating.

| CONCEPTS | APPROACHES |
|---|---|
| **Logic:** *Predicting and Analysing* | **Tinkering:** *Changing Things To See What Happens* |
| **Evaluation:** *Making Judgements* | **Creating:** *Designing & Making* |
| **Algorithm:** *Making Steps & Rules* | **Debugging:** *Finding & Fixing Errors* |
| **Patterns:** *Spotting & Using Similarities* | **Persevering:** *Keeping Going* |
| **Decomposition:** *Breaking Down Into Pairs* | **Collaborating:** *Working Together* |
| **Abstraction:** *Removing Unnecessary Detail* | **Here is an online textbook you can find more printable activities on:** Computer Science-in-a-Box |

## STEM

For students in middle school Project Lead the Way Classes, please use this Question of the Day as your assignment.

For any student, we are including a list of STEM challenges that can be done at home, if you would like.