

# Grade 6

## Inquiry and Design Thinking

### 1.1 Connect

#### 1 Key Words from Background Information 6.1

1. Identifies key words and ideas that appear in background information and class conversation 6.1
- 

### 1.1 Wonder

#### 2 Writing Questions that Lead to Inquiry 6.2

2. Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry 6.2
- 

### 1.1 Investigate – Organization

### 1.1 Investigate – Sources

#### 3 Search Engine Check 6.3

3. Begins to use selected search engines to find appropriate information 6.3

#### 4 Online Catalog 6.4

4. Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves 6.4

#### 5 Analyzing and Comparing Primary and Secondary Sources 6.5

5. Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness 6.5
- 

### 1.1 Investigate – Evidence

#### 6 Using Multiple Sources 6.6

6. Selects information from multiple sources that answers the research questions 6.6

---

### **1.1 Investigate – Making Sense of Information and Notetaking**

- 7 Important and Unimportant Details 6.7
    - 7. Differentiates between important and unimportant details 6.7
  - 8 Notetaking by Question 6.8
    - 8. Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking) 6.8
  - 9 Notetaking Grid 6.9
    - 9. Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking) 6.9
- 

### **1.1 Construct**

- 10 Interpreting Information 6.10
    - 10. Interprets information and ideas by defining, classifying, and inferring 6.10
- 

### **1.1 Express**

- 11 CEI: Claim, Evidence and Interpretation 6.11
    - 11. Presents conclusions and supporting facts in a variety of ways 6.11
  - 12 Conclusions and Supporting Evidence 6.12
    - 12. Presents conclusions and supporting facts in a variety of ways 6.12
  - 13 Bibliography Worksheet 6.13
    - 13. Cites all sources used according to local style formats 6.13
- 

### **1.1 Reflect**

- 14 Strengths and Goals 6.14
    - 14. Identifies own strengths (academic, social, and emotional) and sets goals for improvement 6.14
- 

### **1.2 Design Thinking**

- 15 Designing a Solution 6.15
    - 15. Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement 6.15
- 

## **Multiple Literacies**

### **2.1 Response to Literature**

Observation

Participates in literary discussions and book clubs

---

### **2.1 Visual Literacy**

---

## 2.1 Media Literacy

16 Evaluating the Impact of Media 6.16

16. Evaluates the impact of media by looking the use of the language of the medium (e.g., use of color, pace, perspective, visuals) 6.16
- 

## 2.2 Multiple Literacy Presentation

17 Skills of Public Speaking – Checklist for Self-Reflection and Peer Feedback 6.17

17. Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) 6.17
- 

## Social and Civic Responsibility

### 3.1 Learning from Diverse and Credible Points of View

18 Evaluating and Comparing Sources 6.18

18. Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information 6.18
- 

### 3.1 Civic Reasoning

Observation

Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others

Class Discussion

Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others

---

### 3.2 Collaboration

### 3.3 Intellectual Property Rights

### 3.3 Safe and Ethical Use of Technology

Observation

Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly

---

## Personal Growth and Agency

### 4.1 Personal Exploration and Independent Reading and Learning

Observation

Sets reading goals and reads independently

Book Checkout

Sets reading goals and reads independently

---

#### **4.1 Social and Emotional Growth**

Observation

Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]

Observation

Demonstrates respect for diverse people and perspectives [social awareness]

Class Discussion

Demonstrates respect for diverse people and perspectives [social awareness]

---

#### **4.2 Self-Identity and Confidence**

Observation

Exhibits effective skills in sharing knowledge gained through personal and academic pursuits

---

#### **4.2 Commitment to Act**