



6th Grade Personalized Learning Plan

Student Name: _____ Student Number: _____ Grade: _____

EF Name: _____ EF Number: _____ Year: _____ Fall/Spring

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards. Please consult with your teacher in choosing and checking off the agreed standards to be met.

_____ **Language Arts**

- Reading:** Identify themes conveyed through plot & characterization, define how tone is conveyed
 Create outlines, notes, summaries, connect main ideas from different sources
 Identify details and sequence in informational texts
- Writing:** Determine tone, difference between 1st & 3rd person speaker, and figurative language
 Organize and write multi-paragraph, focus on plot, identify topic sentence, supporting sentences, stated thesis, biography with plot & sensory detail, response to literature, developing interpretation, research & persuasive papers stating a thesis, appropriate structure, persuasive evidence and using technology for research
 Edit for awkward construction, punctuation & capitalization including the apostrophe comma with conjunction, items in a series, colon with list, first word in a quote, letter parts, proper nouns, title of people, and identify misspellings

_____ **Mathematics**

- Number Sense:** Add, subtract, multiply and divide positive fractions, positive and negative integers, whole numbers, decimals, money and percents
 Calculate given percentages of quantities & solve problems involving discounts
 Determine least common multiple and greatest common divisor of whole numbers
- Algebra:** Understand, solve, and write simple one-variable equations
 Identify a solution sentence equivalent to a problem
- Geometry:** Know the formula for the circumference and area of a circle
 Identify angles as vertical, adjacent, complementary or supplementary
- Reasoning:** Represent probabilities as ratios, proportions, decimals, and percentages
 Determine when and how to break a problem into simpler parts

_____ **Science (Focus on Earth Science)**

- Earth's Surface:** Plate tectonics accounts for important features of the Earth's surface & geological events
 Earthquakes, volcanic eruptions, landslides, & floods change human & wildlife habitats
- Ecology:** Different kinds of organisms may play similar ecological roles in similar biomes
 Matter is transferred over time from one organism to others in the food web & environment
- Resources:** Identify different natural energy and material resources including air, soil, rocks, minerals, petroleum, fresh water, wildlife, & forests and classify them as renewable or nonrenewable
- Investigation:** Communicate the steps and results from an investigation in written reports & presentations. Identify changes in natural phenomena over time without manipulating the phenomena

_____ **History/Social Science (World History and Geography)**

- Early Civilizations: Describe the hunter-gatherer societies, including the development of tools and fire usage
Locate & describe the major river systems & discuss the physical settings that supported permanent settlement and early civilizations
Know the development, locations, cultures, and political beliefs of Mesopotamia, Egypt, Ancient Hebrews, Ancient Greece, India, China, and Rome
- Historical Figures: Detail the political contributions of the Han Dynasty, the government of the Roman Republic, and the migration of Jews around the Mediterranean region
Discuss the influence of Alexander the Great, Aristotle, Buddha, Julius Caesar, Augustus, Romulus & Remus, Cicero, and the legacies of Roman art, science, literature, & law

_____ **Physical Education**

- Movement: Demonstrate increasing competence in more advanced specialized skills for team play
Develop & follow a daily fitness program including strength, endurance and flexibility
- Self Image: Develop a positive outlook & attitude toward exercise and physical activity
Understand how a commitment to a wellness plan enhances the quality of life
- Social Image: Make conscious decisions about applying rules, procedures and etiquette
Work cooperatively with individuals of different skills levels

Optional Electives (Technology, Visual/Performing Arts, Foreign Language)

- _____ Technology: Develop multimedia projects using sound and visuals
Gather information using a variety of electronic resources including the Internet
Be adept at all three rows of the keyboard and type 15-20 words per minute
- _____ Visual/
Performing Arts: Utilize skills & tools to problem solve in the visual arts as well as other subject areas
Differentiate among the art of several cultures and historical periods
Recognize the social functions of a variety of musical forms in various cultures
Explore traditional and emerging career opportunities in music
- _____ Foreign Language: Cultures: Gain knowledge and understanding of other cultures.
Study the daily life, education, food, entertainment, economy, location, weather, music, family life, government, recreation, language, history, region, size of the country, religion, dress, and possible native contact/interaction.
Communication: alphabet, numbers, telling time, greetings, farewells, obtaining information, express feelings and emotions, exchange opinions, interpret written and spoken language on a variety of topics, present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Educational Facilitator Signature

Date