

GRADE 6 ENGLISH LANGUAGE ARTS

Create a Parts of Speech Newspaper

Objective: Create a newspaper with **eight articles** featuring stories about the parts of speech.

Requirements: Your eight stories should explain what each part of speech does and provide examples. You should also have at least three pictures in your newspaper. You may work with ONE partner.

Articles: Each of your articles should be **at least eight sentences long**. I encourage you to be creative. You should write an article for nouns, verbs, pronouns, prepositions, conjunctions, interjections, adverbs, and adjectives.

Pictures: You are required to include three pictures. They can be hand drawn, printed from a computer, or clipped from another source.

Bonus Features: Consider including some of the following bonus features for extra credit. Please keep your bonus features related to grammar and the parts of speech. Some examples: horoscopes, comics, Dear Abby, letter to the editor, crossword puzzles or word searches, classifieds, and sports sections.

Rubric

Articles: Write eight articles. Write at least eight sentences for each article. Focus on parts of speech.

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - 6 - - - - - 7 - - - - - 8 - - - - - 9 -
- - - - - 10

Pictures: Include at least three pictures in your newspaper. Pictures should be high quality.

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - 6 - - - - - 7 - - - - - 8 - - - - - 9 -
- - - - - 10

Overall Quality: Project should show your effort, be neatly designed, and be informative and creative.

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - 6 - - - - - 7 - - - - - 8 - - - - - 9 -
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GRADE 6 MATHEMATICS

Show Your Work

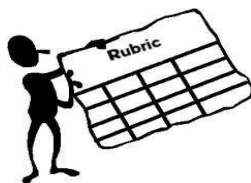


RATIOS AND PROPORTIONS RECIPE PROJECT

You will apply ratios and proportions to help you convert a recipe to serve more people. *You have found your favorite recipe for a dessert or appetizer and want to bring it to the class party. The problem is your recipe doesn't serve enough people. Use proportions to increase the recipe to serve all the people in class including your teacher. Make 1 serving per person.*

For this project you will need to:

1. Choose one recipe from the internet, cookbook or home.
2. The recipe must have at least 8 ingredients, must have the number of portions it makes (must serve greater than 4 people and less than 10).
3. Use proportions to increase the recipe to serve the number of people in your class, including your teacher (1 serving per person).
4. Create a brochure that includes the following: (Use attached table to assist you)
 - Original Recipe
 - Ratio for one serving, for example: if the recipe uses 1 cup of sugar, and the recipe serves 8, the ratio for one serving equals $\frac{1}{8}$ c. sugar (THINK UNIT RATE!)
 - Proportion used to increase recipe to number of servings to give one portion to each person in the class including the teacher. For example, if there were 30 people in class than $\frac{1}{8}$ servings = $x/30$ servings
 - Show ALL work to solve proportion.
 - Round your measurements to the nearest half (i.e. 3.222 teaspoons, rounds to 3 teaspoons, 3.666 teaspoons rounds to $3\frac{1}{2}$ teaspoons).
 - Scaled Recipe– Ingredient and new amount needed to give one serving per person in class.
 - Explain the math you used to solve this problem. Your strategies!



Rubric for Recipe Project

	0-9	10-14	15-19	20
Using Proportions	Fails to use proportions to increase a recipe	Set up proportions that are incorrect for increasing a recipe	Correctly set up proportions to increase a recipe with 1-2 minor errors.	Correctly set up proportions to increase a recipe.
Using Cross Products or Equal Ratios	Fails to use cross products or equal ratios to solve proportions. More than 5 errors and/or missing work.	Use cross products or equal ratios to solve proportions, however contains 3-5 errors	Reasonably use cross products or equal ratios to solve proportions? Only 1-2 minor errors	Demonstrate the ability to use cross products or equal ratios efficiently and accurately to solve proportions. No errors in calculations.
Increasing A Recipe	Includes a significantly flawed calculation of the amounts needed to increase a recipe. Does not round correctly to nearest half.	Includes a calculation of the amounts needed to increase a recipe that contains some errors. Inaccurately rounded some measurements.	Includes a reasonable calculation of the amounts needed to increase a recipe Rounded to nearest half with only a couple of minor errors.	Includes an accurate and complete calculation of the amounts needed to increase a recipe. Correctly rounded measurements to nearest half.
Conceptual Understanding	Describes strategies for setting up and solving proportions that shows little understanding of concepts.	Describes strategies for setting up and solving proportions that shows some understanding of the concepts.	Describes strategies for setting up and solving proportions that show a good understanding of the concepts.	Describes strategies for setting up and solving proportions that show a strong understanding of the concepts.
Brochure Presentation	Brochure lacks both organization and required information. Brochure looks messy and is difficult to understand.	Brochure lacks organization but includes most of the required information. Overall appearance could be improved.	Organized brochure with all required information. Overall appearance looks good.	Creative, neat, organized poster with all required information, at least 8 ingredients, typed, with pictures or drawings.

Total Points = _____/100



GRADE 6 EARTH SCIENCE

1.) Draw and describe in words the shape that *best* represents our galaxy and write its name.

2.) *Use the information below to answer this question.*

Jack constructed an accurate scale model of the solar system. In his model, the Sun was a basketball, Jupiter was a large marble, Neptune was a small marble, and Venus was a grain of sand.

In this model, which would most accurately represent the size of Earth?

3.) What causes the Sun to appear to set?

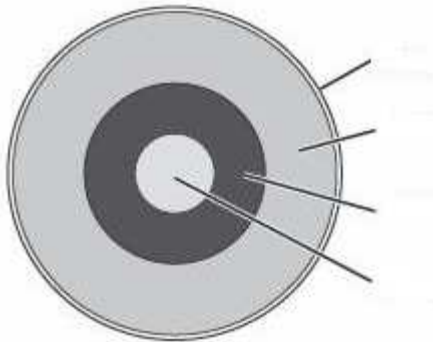
4.) Edmund Halley discovered that comets orbit the Sun just as planets do. The comet named after him appears to people on Earth once during each of its orbits around the Sun. The diagram below shows some of the years Halley's Comet appeared.

What year would you predict as the next appearance of Halley's Comet?

←1533---1607---1682---1758-->

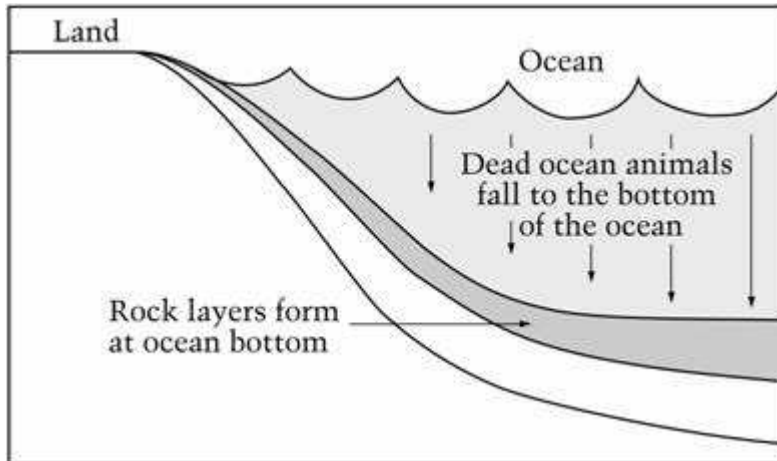
5.) The heliocentric solar system states that ...

6.) Use this diagram to label the layers of the Earth.

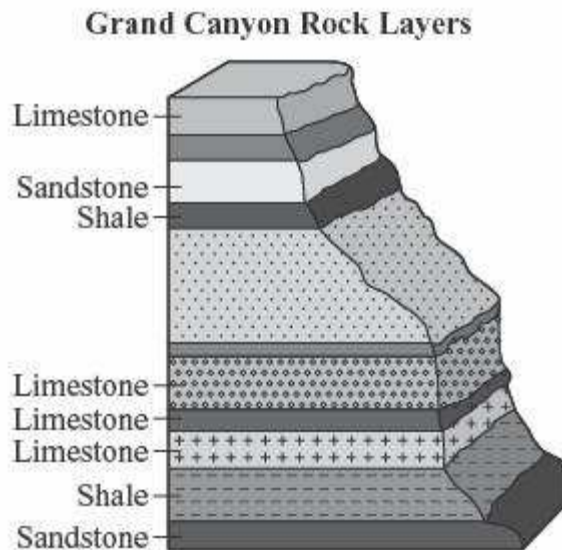


7.) A mineral can be identified by breaking it and then examining the directions it broke in. This test uses the mineral characteristic called...

8.) The picture below shows how a type of rock forms at the bottom of the ocean. What type of rock is this?



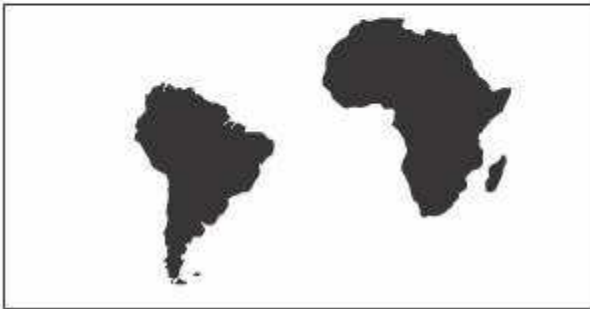
9.) The diagram below shows some of the layers of rocks found in the Grand Canyon. Scientists find these layers of rock useful for studying fossils.



What type of rock is shown labeled in these layers?

10.) The theory of plate tectonics attempts to explain

- 11.) Sunlight is not currently used as a major source of energy. Why not?
- 12.) What are some of the problems with depending on fossil fuels as primary energy source?
- 13.) What are the major differences between RENEWABLE and NONRENEWABLE resources?
- 14.) List 5 examples (each) of both RENEWABLE and NONRENEWABLE resources.
- 15.) The maps below show the positions of two continents at two different times.



The movement of the two continents as shown may best be explained by...

GRADE 6 SOCIAL STUDIES

SS6G8 The student will locate selected features of Europe.

a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

Use the following map of Europe to answer question # 1__ :



1. The star on the map above represents which area of Europe?

- A Iberian Peninsula
- B Ural Mountains
- C the Alps
- D Scandinavian Peninsula

Use the following map of Europe to answer question # 2 :



2. The star on the map above represents which area of Europe?

- A Iberian Peninsula
- B Ural Mountains
- C the Alps
- D Scandinavian Peninsula

Use the following map of Europe to answer question # 3 :



3. The arrow on this map is pointing to which mountain range?

- A Alps
- B Pyreneese
- C Ural
- D Danube

Use the following map of Europe to answer question #_4_:



4. The darkened line near the center of the map shows the location of which river?

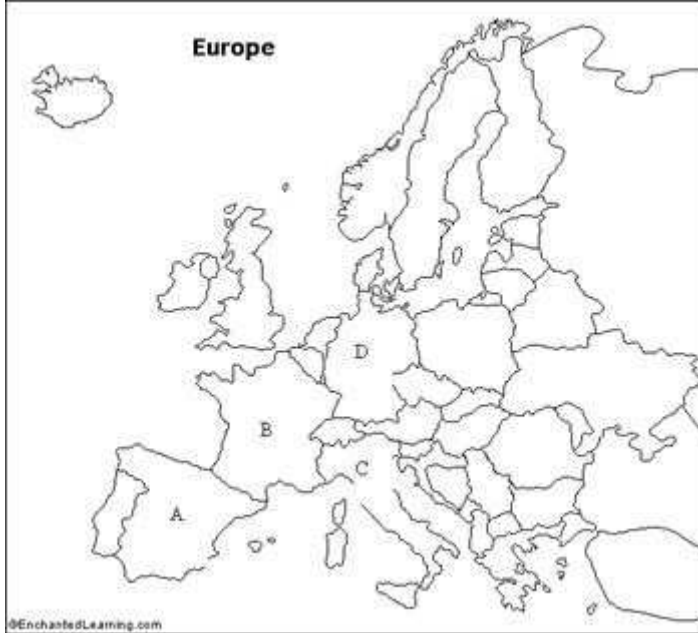
- A Danube
- B Rhine

- C English
- D German

SS6G8 The student will locate selected features of Europe.

b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

Use the following map to answer question # 5 :



5. Which of the letters labels the country of France?

- A A
- B B**
- C C
- D D

Use the following map of Europe to answer question # 6 :



6. The letter X on the map above identifies which country?

- A Spain
- B England
- C Ukraine
- D France

Use the following map of Europe to answer question # 7 :



7. The letter X on the map above identifies which country?

- A Spain
- B England
- C Germany
- D France

Use the following map of Europe to answer question # 8



8. The letter X on the map above identifies which country?

- A Spain
- B England
- C Belgium
- D Germany

SS6G9 The student will discuss environmental issues in Europe.

a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.

9. Over the last century, the United Kingdom has expanded rapidly in terms of industry, manufacturing, and automobile usage. This growth has had which unintended result?

- A A greater reliance on nuclear energy.
- B The UK is less important to the world economy.
- C An increase in air pollution.
- D Lower literacy rates across the region.

10. Germany's sulfur deposits, increased industrialization, and east-blowing winds all contribute to which environmental problem?

- A nuclear disasters
- B melting glaciers
- C flash floods
- D acid rain

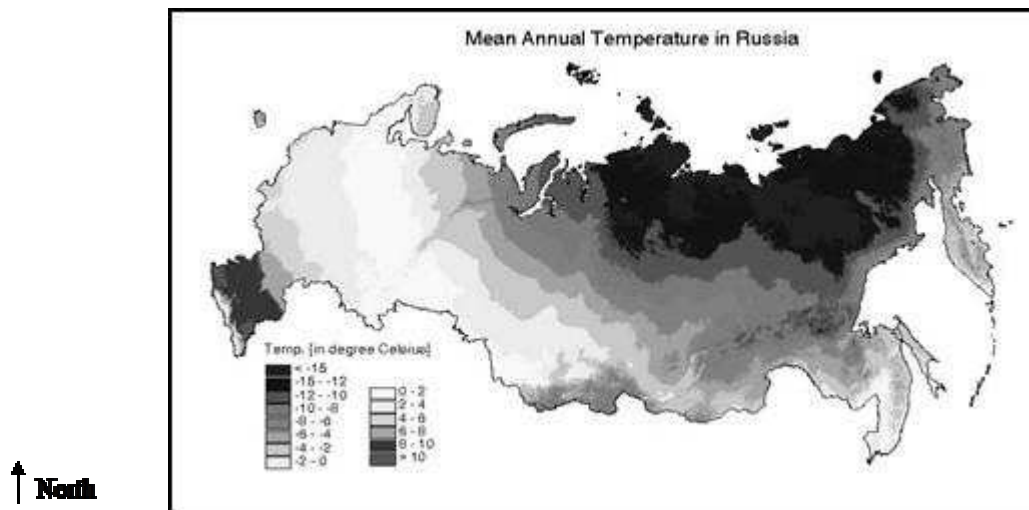
11. In Ukraine, many birth defects, soil contamination, and high rates of cancer are attributed to what event?

- A nuclear power plant meltdown
- B dropping of the atomic bomb
- C massive amounts of acid rain
- D heavy deforestation in the area

SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.

a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.

Use the following climate map of Russia to answer question #__12__:



12. How does Russia's climate affect its ability to trade?

- A The mild temperatures make Russia one of the top agriculture producers in the world.
- B Since most of Russia is covered in ice, there is almost no trade that takes place.
- C Very little trade takes place in southern and western Russia because of the extremely low temperatures.
- D There are fewer goods to produce and trade in north and north eastern Russia because of the harsh climate.

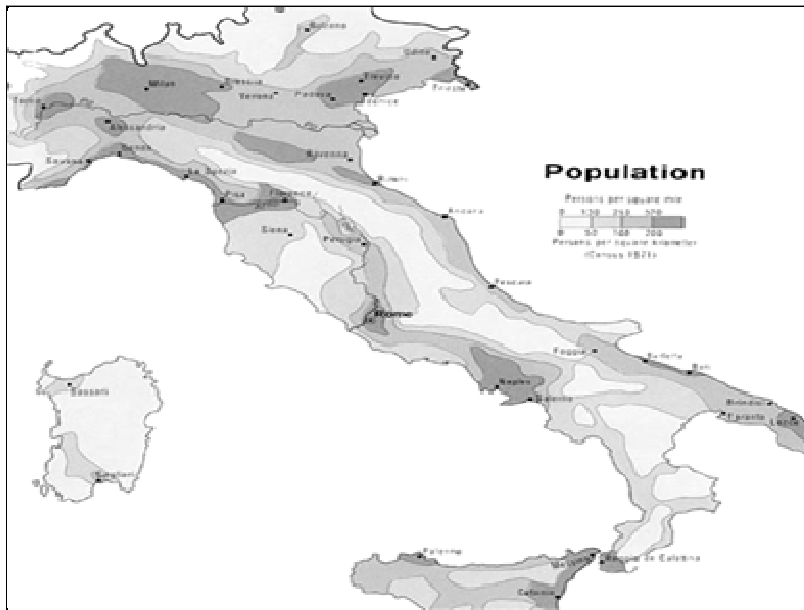
13. Compared to Russia, the United Kingdom (UK) is more reliant on waterways for trade because

- A their climate prevents land travel.
- B the UK is made up of a series of islands.
- C Russia has no access to waterways.
- D there is no other way to reach the UK.

SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.

b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

Use the following map of Italy to answer question #_14_:



14. Which statement is MOST LIKELY true regarding the darker shaded areas on the map?

- A There are more resources and more economic opportunities in these areas.
- B They are the newest cities in Italy.
- C Only a few jobs exist in these areas and there is probably high unemployment.
- D All of the darker shaded areas rely on access to the sea for employment.

SS6G11 The student will describe the cultural characteristics of Europe.

a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.

15. Why is it important to compare languages when studying Europe?

- A There is great diversity in European languages that helps explain some cultural differences.
- B It is useful to find out why all European countries speak the same language.
- C The European Union is working towards a common language and it is important to know which one is most popular.
- D Comparing languages helps explain the economic differences in the countries of Europe.

16. Which is true about Germany, England, Russia, France, and Italy?

- A they are all members of the EU
- B each country has their own language
- C none of these countries use trade barriers
- D all fought for the same side during World War II

SS6G11 The student will describe the cultural characteristics of Europe.

b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.

17. Despite having many differences, the major religions in Europe are similar in the fact that they all

- A use the same holy book.
- B are monotheistic and believe in one god.
- C identify Mary as the leader of their religion.
- D observe the same religious holidays during the year.

SS6G11 The student will describe the cultural characteristics of Europe.

c. Explain how the literacy rate affects the standard of living in Europe.

Use the following table to answer question #_18__:

Country	Literacy Rate	GDP (2008)	GDP per person
United Kingdom	99%	\$2.3trillion	\$37,400
Germany	99%	\$2.9trillion	\$34,800
Russia	99%	\$2.2trillion	\$15,800
Venezuela	93%	\$368billion	\$14,000
Mexico	91%	\$1.6trillion	\$14,400
Brazil	89%	\$2trillion	\$10,300

18. What conclusion can be supported by the data in the table?

- A The standard of living is higher in European countries than in Latin America.
- B Countries that have higher literacy rates don't always have higher GDP.
- C GDP per person is not linked to literacy rates.
- D Citizens in Venezuela have the lowest standard of living.

SS6CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

19. In which form of government does the central government hold the most power?

- A Confederation
- B Federal
- C Democracy
- D Unitary

20. The government in country X has multiple levels and each level is in charge of certain responsibilities. Power is spread out somewhat evenly through the levels. Based on this information, the government in country X is MOST LIKELY

- A Confederal
- B Unitary
- C Federal
- D Anti-Federal

21. Which describes a government that distributes power under a unitary system?

- A There is a central authority that makes all major decisions.
- B The citizens of the country elect leaders at multiple levels that make decisions.
- C A group of separate countries or regions agree to join together for specific purposes.
- D Two or more countries form an alliance to make decisions.

SS6CG4 The student will compare and contrast various forms of government.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

22. Which compares an autocratic to a democratic government?

- A Citizens can participate more in democratic governments.
- B The government has less power in autocratic governments.
- C Citizens can participate more in autocratic governments.
- D Autocratic and democratic governments are the same.

23. In which form of government is power controlled by a select few individuals, rather than the citizens?

- A Autocracy
- B Oligarchy
- C Monarchy
- D Democracy

SS6CG4 The student will compare and contrast various forms of government.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

24. A country that wanted to encourage more political involvement of its people by having them elect the chief executive should choose which type of government?

- A parliamentary
- B presidential
- C totalitarian
- D autocratic

25. The primary difference between presidential and parliamentary governmental systems is that in a parliamentary system the chief executive is chosen by the

- A courts
- B president
- C people
- D legislature

SS6CG5 The student will explain the structure of modern European governments.

a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

26. When comparing Germany's government to the government of the United Kingdom, it is correct to say that

- A citizens in the UK elect their Prime Minister while the legislature in Germany elects the President.
- B parliament elects the prime minister in the United Kingdom while the President is elected by federal convention in Germany.
- C both the UK and Germany rely on a Prime Minister as their head of state.
- D the Queen controls elections in the UK while citizens control elections in Germany.

SS6CG5 The student will explain the structure of modern European governments.

b. Describe the purpose of the European Union and the relationship between member nations.

27. How does the European Union attempt to strengthen the economies of its member nations?

- A reducing trade with countries outside of the EU
- B increasing tax rates and EU dues so that more services can be provided
- C reducing trade barriers and using a common currency among members
- D increasing the amount of time it takes for a country to join the EU

SS6E5 The student will analyze different economic systems.

a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.

28. Under which economic system does the government make almost all of the economic decisions such as what, how, and for whom to produce?

- A Command
- B Market
- C Traditional
- D Capitalist

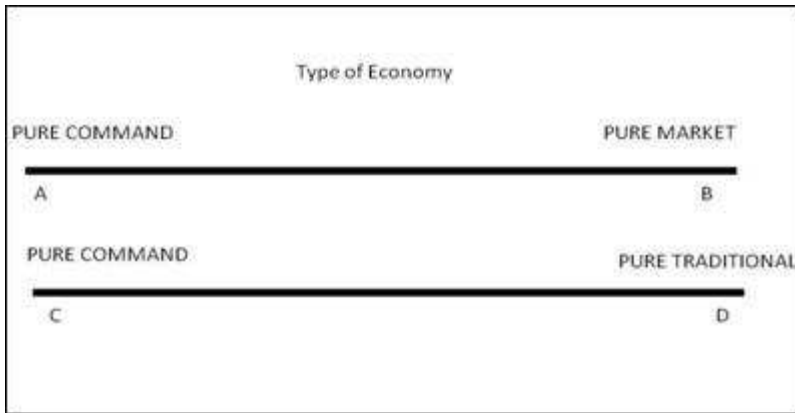
29. What are the 3 basic economic questions that all economic systems must answer?

- A What to produce, how to produce it, and for whom to produce the goods
- B When to produce, why to produce, and how long to produce
- C to what extent to produce, how much to produce, why to produce
- D what to produce, why to produce, and how much to produce

SS6E5 The student will analyze different economic systems.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

Use the following graphic to answer question #_30_____:



30. Which location identifies where MOST of the world economies would be placed on this graphic?

- A At point A
- B At point B
- C Between points A and B
- D Between points C and D

31. Which describes how MOST countries around the world answer basic economic questions?

- A A mixture of command and market economies.
- B Most countries are pure market economies.
- C Most countries are pure command economies.
- D A mixture of traditional and market economies.

SS6E5 The student will analyze different economic systems.

c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

Use the following data to answer question #_32_____:

Rank of Countries by Degree of Economic Freedom	
Country	Rank
Hong Kong	1 st
Australia	3 rd
United States	6 th
United Kingdom	10 th
Chile	11 th
Germany	25 th
Mexico	49 th
Russia	146 th
Index of Economic Freedom (2009)	

32. Which statement would be supported by the data above?

- A Russia is the most free economy on the list.
- B Germany has more government involvement in their economy than Russia.
- C The United Kingdom, Germany, and Russia have significantly different economic systems.
- D There is very little government involvement in the economy of the United Kingdom.

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.

a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.

33. Why would one country place an embargo another?

- A Political differences
- B Lack of natural resources
- C Lack of transportation
- D Distance

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.

b. Explain why international trade requires a system for exchanging currencies between nations.

34. Many countries in Europe have not adopted (or are not yet allowed) to adopt the Euro as their form of currency. When these countries wish to trade with countries that do use the Euro, how is the value of the goods they wish to trade determined?

- A by a system of exchange rates that allow them to swap currencies
- B by an old-fashioned barter system
- C they are not allowed to trade with countries that use the Euro
- D everything is ultimately priced in US dollars that everyone uses

35. Assume you own a bakery in the United States that ships goods worldwide. You get an order for 100 cakes to be sent to Germany. You price your cakes in dollars, but Germany uses the euro as their currency. How will this fact affect your transaction?

- A You will have to recalculate all of your prices and put them in terms of Euros before you can trade.
- B The transaction will still go through because there is a system in place to exchange currencies between countries.
- C The German company can only make this transaction in dollars, their euros are not useful for this purchase.
- D Because of the different currencies, this transaction will not work unless the Germans come to the United States.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

36. Which decision is MOST LIKELY to cause long term economic growth?

- A France spends more money on agriculture rather than new products.
- B Germany invests in several new education and training programs for employees.
- C Russia decides to cut back and not spend money on new machines or technology
- D England raises their retirement age, making employees work more years.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

37. Between 2001 and 2005 Germany decreased their investment in capital resources like factories and machinery. How would this decision MOST LIKELY affect their gross domestic product (GDP)?

- A It would increase because now Germany would have more money to spend in other areas.
- B There is no strong relationship between capital resources and GDP.
- C The GDP in Germany would likely have decreased during this time because there is a direct relationship between GDP and investment in capital.
- D Gross domestic product would have decreased because there would be fewer natural resources to use.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.

c. Describe the role of natural resources in a country's economy.

38. Great Britain has few natural resources compared to some countries. How does this affect their economy?

- A They do not need natural resources to make goods in Great Britain.
- B They must use all of their time trying to make natural resources.
- C They do not produce any goods in Great Britain, they only import goods.
- D They rely more heavily on manufacturing and industry for money.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.

d. Describe the role of entrepreneurship.

39. European countries tend to have many talented entrepreneurs, meaning that they have

- A workers who will work for little to no wages.
- B companies that wish to relocate outside of Europe.
- C politicians that are very smart with spending the tax money for the country.
- D people willing to combine resources and take risks to develop new products.

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.

40. On which sea route did Prince Henry the Navigator have the greatest influence?

- A A way to travel around the world
- B A shorter route to the new world
- C A route around South America
- D A route around the tip of Africa

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.

41. Why is Brazil's development unique, when compared to most other Latin American countries?

- A Spain sent most of their mission trips to Brazil.
- B It developed as part of the Portuguese empire rather than the Spanish.
- C Brazil was the only colony to participate in the slave trade with Europe.
- D Access to the Amazon River made Brazil the richest of all European colonies.

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

c. Trace the colonization of Australia by the United Kingdom.

Use the following passage to answer question #_42_:

"...London was full of thieves, forgers, and muggers. Crime was up in the smaller towns and the countryside too...Policing was largely in the hands of poorly paid watchmen who were often involved in crime themselves. England had a number of jails, but these were very expensive to build and maintain, and those that did exist were usually full..."

42. How did the situation in the passage above impact Australia?

- A Laws were passed in Australia banning anyone from England from entering the country.
- B Australian citizens were brought to England to teach people how to act properly.
- C England began to use Australia as a colony where they could send their prisoners.
- D Aboriginal groups in Australia began to mimic the behavior of the English citizens.

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.

43. How did European colonization in Africa and Asia contribute to the outbreak of World War I?

- A Colonization created competition and rivalries over the use of resources found in these places.
- B World War I was primarily fought in the European colonies in Africa and Asia.
- C European countries focused too much on their colonies so they were not prepared for attacks from Africa and Asia.
- D The colonies in Africa were closer and easier to reach so the colonies in Asia attacked out of jealousy.

SS6H7 The student will explain conflict and change in Europe to the 21st century.

a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.

44. Why was the time period following World War I an unstable and uncertain time in world affairs?

- A There were major revolutions in countries like Russia, uncertainty in Europe because of the Treaty of Versailles, and a developing global depression.
- B Colonization in Africa and Asia was crumbling, the United States was too involved with other countries, and Australia was being used as a colony for English prisoners.
- C People knew a second world war was inevitable, there were too many countries developing massive arsenals of nuclear weapons, and all countries in the world were changing leaders.
- D Countries in Asia and Africa were growing too quickly while countries in Europe and North America were shrinking in their involvement in the global economy.

SS6H7 The student will explain conflict and change in Europe to the 21st century.

b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.

45. Why was World War II a starting ground for the Cold War?

- A At the end of WWII, there were two super powers struggling for world power
- B There was no peace treaty that clearly ended the war
- C Declines in technology made developing new weapons difficult.
- D Because of the treaties, it was difficult to fight anything but a war of words.

46. Which major historic event is associated with World War II?

- A the Russian Revolution
- B the fall of the Berlin Wall
- C the collapse of the Ottoman Empire
- D the Holocaust

SS6H7 The student will explain conflict and change in Europe to the 21st century.

c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

47. How was Germany affected by the collapse of the Soviet Union?

- A Germany was able to finally split into West and East Germany.

- B** Germany's currency was no longer accepted by the rest of the world.
- C** Berlin was no longer allowed to be the capital of the country.
- D** West and East Germany could now reunite as one country.