

Sixth Grade English Language Arts Standards

Strand: Reading Standards for Literature Grade Level: 6

Substrands & Standards

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations).
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand: Reading Standards for Informational Text Grade Level: 6

Substrands & Standards

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.)
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand: Writing Standards Grade Level: 6

Substrands & Standards

Sixth Grade English Language Arts Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 30.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple prints and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Strand: Speaking and Listening Standards Grade Level: 6

Substrands & Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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Presentation of Knowledge and Ideas

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
 - a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Strand: Language Standards Grade Level: 6

Substrands & Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use all pronouns, including intensive pronouns (e.g., *myself*, *ourselves*) correctly.
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/ effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sixth Grade Math Standards

Ratios and Proportional Relationships

6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
 - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System

6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?*

Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
 - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.*
 - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an*

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account balance of -30 dollars, write -30 to describe the size of the debt in dollars.

- d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations

6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
 - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $8 + 7$ as both a single entity and a sum of two terms.
 - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of lengths $\frac{1}{2}$.
3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Geometry

6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

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3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, How old am I is not a statistical question, but How old are the students in my school is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Sixth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		English Language Development Level Continuum		
<p>Part I, strands 1–8</p> <p>Corresponding Common Core State Standards for English Language Arts:</p> <p>1. SL.6.1,6; L.6.3,6</p> <p>2. W.6.6; WHST.6.6; SL.6.2; L.6.3,6</p> <p>3. W.6.1; WHST.6.1; SL.6.1,4,6; L.6.3,6</p> <p>4. W.6.4-5; WHST.6.4-5; SL.6.6; L.6.1,3,6</p> <p>5. SL.6.1,3,6; L.6.1,3,6</p> <p>6. RL.6.1-7,9-10; RI.6.1-10; RH.6.1-10; RST.6.1-10; SL.6.2; L.6.1,3,6</p> <p>7. RL.6.4-5; RI.6.4,6,8; RH.6.4-6,8; RST.6.4-6,8; SL.6.3; L.6.3,5-6</p> <p>8. RL.6.4-5; RI.6.4-5; RH.6.4-5; RST.6.4-5; SL.6.3; L.6.3,5-6</p>	A. Collaborative	<p>Emerging</p> <p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.</p> <p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., <i>I think . . .</i>, <i>Would you please repeat that?</i>), as well as open responses.</p> <p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p> <p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>). c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p> <p>7. Evaluating language choices Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.</p> <p>8. Analyzing language choices Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i>) produce different effects on the audience.</p>	<p>Expanding</p> <p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p> <p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter- arguments) using an expanded set of learned phrases (<i>I agree with X, but . . .</i>), as well as open responses.</p> <p>4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p> <p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p> <p>7. Evaluating language choices Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.</p> <p>8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was depressed and gloomy.</i>) produce shades of meaning and different effects on the audience.</p>	<p>Bridging</p> <p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.</p> <p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p> <p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. different effects on the audience.</p> <p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.</p> <p>8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., <i>stingy- economical-unwasteful-thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy.</i>) produce shades of meaning, nuances, and different effects on the audience.</p>

Sixth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts</p> <p>9. SL.6.4-6; L.6.1,3,5,6 10. W.6.1-10; WHST.6.1-10; L.6.1-3,6 11. W.6.1,4,8-10; WHST.6.1,4,8-10; SL.6.3,6; L.6.1-3,6 12. RL.6.1-4; RI.6.1,2,4; W.6.1-10; WHST.6.1-10; SL.6.1,2,4,6; L.6.3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>B. Productive</p> <p>Emerging</p> <p>9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas</p> <p>10. Writing a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support. b) Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).</p> <p>12. Selecting language resources a) Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing. b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).</p>	<p>Expanding</p> <p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.</p> <p>10. Writing a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support. b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).</p> <p>12. Selecting language resources a) Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes X. That's impossible</i>).</p>	<p>Bridging</p> <p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.</p> <p>10. Writing a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion ...</i>).</p> <p>12. Selecting language resources a) Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> -> <i>observation, reluctant</i> -> <i>reluctantly, produce</i> -> <i>production</i>, etc.).</p>

Sixth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context		English Language Development Level Continuum		
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.6.5; RI.6.5; RH.6.5; RST.6.5; W.6.1-5,10; WHST.6.1-2,4-5,10; SL.6.4</p> <p>2. RI.6.5; RH.6.5; RST.6.5; W.6.1-5,10; WHST.6.1-2,4-5,10; L.6.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Structuring Cohesive Texts	Emerging	Expanding	Bridging
		<p>1. Understanding text structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.</p> <p>2. Understanding cohesion a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>1. Understanding text structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.</p> <p>2. Understanding cohesion a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p> <p>2. Understanding cohesion a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context		English Language Development Level Continuum		
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.6.5; WHST.6.5; SL.6.6; L.6.1,3-6</p> <p>4. W.6.5; WHST.6.5; SL.6.6; L.6.1,3-6</p> <p>5. W.6.4-5; WHST.6.4-5; SL.6.6; L.6.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>B. Expanding & Enriching Ideas</p>	<p>Emerging</p> <p>3. Using verbs and verb phrases</p> <p>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future), and aspects for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. (e.g., simple, progressive) appropriate</p> <p>4. Using nouns and noun phrases</p> <p>Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p>5. Modifying to add details</p> <p>Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p>Expanding</p> <p>3. Using verbs and verb phrases</p> <p>Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.</p> <p>4. Using nouns and noun phrases</p> <p>Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p>5. Modifying to add details</p> <p>Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p>Bridging</p> <p>3. Using verbs and verb phrases</p> <p>Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.</p> <p>4. Using nouns and noun phrases</p> <p>Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p>5. Modifying to add details</p> <p>Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

Sixth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.6.1-5; WHST.6.1-2,4-5; SL.6.4,6; L.6.1,3-6</p> <p>7. W.6.1-5; WHST.6.1-2,4-5; SL.6.4,6; L.6.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Emerging</p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>).</p> <p>7. Condensing ideas Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world.</i>) to create precise and detailed sentences.</p>	<p>Expanding</p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p> <p>7. Condensing ideas Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.</p>	<p>Bridging</p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).</p> <p>7. Condensing ideas Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rainforest. Lots of animals died.</i> → <i>The destruction of the rainforest led to the death of many animals.</i>) to create precise and detailed sentences.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills

<p>Foundational Literacy Skills:</p> <p>Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics- & word recognition • Fluency 	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).
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Sixth Grade History/Social Studies Standards

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Students in sixth grade expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

➤ Web Links

- <http://museums.ncl.ac.uk/flint/images/timeline.jpg>
Time line
- http://museum.agropolis.fr/english/pages/expos/fresque/la_fresque.htm
Time line of man creating fire, hunting and gathering
- <http://www.unitedstreaming.com>
 - Toward Civilization
 - World History: Pre-History
 - Understanding Fire
 - Culture Clash: New World Meets Old
 - Mysteries of Cave Art
 - Neanderthal – the rise and fall of the human species

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

➤ Web Links

- <http://museums.ncl.ac.uk/flint/menu.html>
Explore the lives of hunters and gatherers
- <http://www.nemo.nu/ibisportal/0egyptintro/>
Absolute Egyptology – has information about the dynasties and gives timelines
- <http://www.akhet.co.uk/>
Akhet Egyptology
- <http://www.beshay.com/paphist.html>
Papyrus – How it's made (one of Egypt's major exports)
- <http://www.lfelem.lfc.edu/resources/ssstudies/SS5thgrade.html>
Resources for Ancient Egypt, Ancient Greece and Ancient Rome

- <http://www.ancientegypt.co.uk/menu.html>
Life in Ancient Egypt and the importance of the Nile
- <http://www.ancientscripts.com/ws.html>
History of writing, compare writing of ancient civilizations
- <http://www.unitedstreaming.com>
 - Ancient civilization: Balancing the budget(developing an economy based on trade)
 - Mesopotamia: From Nomads to Farmers
 - Mesopotamia: The Development of written language
 - Ancient Egypt: The Gift of the Nile
 - Ancient Egyptian Civilization
 - Living History: Living in Ancient Egypt

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion.
2. Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Discuss the locations of the settlements and movements of Hebrew peoples.
4. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

➤ Web Links

- <http://www.historyforkids.org/learn/religion/jews/index.htm>
History of Judaism
- http://score.rims.k12.ca.us/activity/ancient_hebrews/
Ancient Israelites: click: beliefs (Hebrew Bible: Tour of the Dead Sea scrolls)
Resources – maps, archaeology, timelines and Jewish history
- <http://www.pbs.org/wnet/heritage/timeline.html>
Timeline – Heritage: Civilization and the Jews
- <http://score.rims.k12.ca.us/activity/maccabees/>
The Maccabees and their place in Jewish history (lessons and resources)
- <http://www.unitedstreaming.com>
 - Ancient Hebrews: A Virtual Museum
 - America's Roots

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship.
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences

➤ Web Links

- <http://www.historyforkids.org/learn/greeks/index.htm>
Ancient Greece (explore culture, religion, economy and more) – Teacher preview first
- http://library.thinkquest.org/CR0210200/ancient_greece/greece.htm
Ancient Greece – Fact pages (history of Greece, timeline, Alexander the Great, Olympic Games)
- <http://carlos.emory.edu/ODYSSEY/GREECE/homepg.html>
Ancient Greece: architecture and government (first documented democracy)
- <http://www.mrdowling.com/701greece.html>
The Cradle of Western Civilization

- <http://www.mnsu.edu/emuseum/prehistory/aegean/index.shtml>
The classes of Athens and the culture of Sparta
- <http://web.archive.org/web/20041130011055/http://history.evansville.net/greece.html>
Greece: The Development of Western Civilization (maps, art and resources)
- <http://www.unitedstreaming.com>
 - World History: Ancient Civilizations (segments on Homer's Odyssey and Alexander the Great)
 - Living History: Living in Ancient Greece
 - Greece: The Birthplace of Western Civilization
 - Athens: The Birthplace of Democracy

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Describe the origins and significance of Hinduism.
4. Outline the social structure of the caste system.
5. Describe the origins and significance of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions.

➤ Web Links

- <http://www.historyforkids.org/learn/india/index.htm>
Ancient India (The history behind Islam, Hinduism and Buddhism)
- http://www.internet-at-work.com/hos_mcgrane/india/eg_india_intro.html#history
History of India
- http://www.buddhanet.net/bt_conts.htm
Buddhist Tales for Young and Old
- <http://www.unitedstreaming.com>
 - Sketches of the World: In Search of the Light (segments on Hinduism/Buddhism)
 - Religions of the World: Hinduism
 - The Ancient World

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

➤ Web Links

- <http://www.historyforkids.org/learn/china/index.htm>
History of Ancient China – also has links to lessons
- [http://www.cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/China/Empires_Past_China_\(Listing_of_Qin_and_Han_Dynasties\)](http://www.cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/China/Empires_Past_China_(Listing_of_Qin_and_Han_Dynasties))
Empires Past: China (Listing of Qin and Han Dynasties)
- http://www.historylink101.com/china_history.htm
Ancient China – History and maps of Dynasties
- <http://www.unitedstreaming.com>
 - China: From Past to Present: The Silk Road, The Great Wall, Changes in Government
 - China: From Past to Present: Geography, Traditional Religions, and beliefs
 - China: From Past to Present: Life in the Ancient Capital Cities

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance such as a written constitution and three party government, checks and balance and civic duty.
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs.
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

➤ Web Links

- <http://www.historyforkids.org/learn/romans/index.htm>
History of Rome
- http://www.mclink.it/n/citrag/roma/doc/civil/ecv_005.htm
Eras of government in Ancient Rome
- <http://atschool.eduweb.co.uk/nettsch/time/romans.html>
Important People - Julius Caesar and Emperors Augustus, Constantine and Claudius
- <http://www.unitedstreaming.com>
 - Ancient Rome: Fall of an Empire
 - Ancient Rome: Rise to Power
 - World History: Ancient Civilizations
 - Ancient Rome: Prosperity and Decline
 - Ancient Rome: Struggles for Power
 - Ancient Rome: Expansion and Conquest
 - Myths and Legends of Ancient Rome
 - The World of Ancient Rome
 - Living History: Living in the Roman Empire

Sixth Grade Science Standards

FOCUS ON EARTH SCIENCES

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events.

As a basis for understanding this concept:

- a. *Students know* evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- b. *Students know* Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core. c. *Students know* lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- d. *Students know* that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- e. *Students know* major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. f. *Students know* how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- g. *Students know* how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

- a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
- b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
- c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
- d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

- a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
- b. Students know that when fuel is consumed, most of the energy released becomes heat energy.
- c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
- d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

- a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
- b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.

- c. Students know heat from Earth's interior reaches the surface primarily through convection.
- d. Students know convection currents distribute heat in the atmosphere and oceans.
- e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

- a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
- d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
- e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

- a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
- b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
- c. Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Develop a hypothesis.
- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- d. Communicate the steps and results from an investigation in written reports and oral presentations.
- e. Recognize whether evidence is consistent with a proposed explanation.
- f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope)

Sixth Grade Health Standards

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1.S Explain methods to reduce conflict, harassment, and violence.
- 1.2.S Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.
- 1.3.S Describe the risks of gang involvement.
- 1.4.S Examine disaster preparedness plans for the home and school.
- 1.5.S Examine the risks of possessing a weapon at home, at school, and in the community.
- 1.6.S Examine safety procedures when using public transportation and traveling in vehicles.
- 1.7.S Discuss safety hazards related to Internet usage.
- 1.8.S Describe hazards related to sun, water, and ice.
- 1.9.S Describe how the presence of weapons increases the risk of serious violent injuries.

Standard 2: Analyzing Influences

- 2.1.S Analyze the role of self and others in causing or preventing injuries.
- 2.2.S Analyze influences on both safe and violent behaviors.
- 2.3.S Analyze personal behaviors that may lead to injuries or cause harm.

Standard 3: Accessing Valid Information

- 3.1.S Identify rules and laws intended to prevent injuries.
- 3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 4: Interpersonal Communication

- 4.1.S Practice effective communication skills to prevent and avoid risky situations.
- 4.2.S Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
- 4.3.S Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.
- 4.4.S Practice communication and refusal skills to avoid gang involvement.

Standard 5: Decision Making

- 5.1.S Use a decision-making process to determine a safe course of action in risky situations.
- 5.2.S Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.

Standard 6: Goal Setting

- 6.1.S Develop a personal plan to remain safe and injury-free.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice ways to resolve conflicts nonviolently.
- 7.2.S Practice safe use of technology.
- 7.3.S Practice positive alternatives to gang involvement.
- 7.4.S Practice basic first aid and emergency procedures.

Standard 8: Health Promotion

- 8.1.S Support injury prevention at school, at home, and in the community.
- 8.2.S Promote a bully-free school and community environment.
- 8.3.S Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
- 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.
- 1.3.A Differentiate between the use and misuse of prescription and nonprescription medicines.
- 1.4.A Identify the benefits of a tobacco-free environment.
- 1.5.A Explain the dangers of secondhand smoke.
- 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
- 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.

Standard 2: Analyzing Influences

- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- 2.2.A Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
- 2.3.A Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
- 2.4.A Explain how culture and media influence the use of alcohol and other drugs.

Standard 3: Accessing Valid Information

3.1.A Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Standard 4: Interpersonal Communication

4.1.A Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.

4.2.A Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Standard 5: Decision Making

5.1.A Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.

5.2.A Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.

5.3.A Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

Standard 6: Goal Setting

6.1.A Develop personal goals to remain drug-free.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Practice positive alternatives to using alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

8.1.A Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.1.M Describe the signs, causes, and health effects of stress, loss, and depression.

1.2.M Summarize feelings and emotions associated with loss and grief.

1.3.M Discuss how emotions change during adolescence.

1.4.M Describe the importance of being aware of one's emotions.

1.5.M Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.

1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.

1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).

1.9.M Discuss the harmful effects of violent behaviors.

Standard 2: Analyzing Influences

2.1.M Analyze the external and internal influences on mental, emotional, and social health.

Standard 3: Accessing Valid Information

3.1.M Identify sources of valid information and services for getting help with mental, emotional, and social health problems.

3.2.M Discuss the importance of getting help from a trusted adult when it is needed.

Standard 4: Interpersonal Communication

4.1.M Practice asking for help with mental, emotional, or social health problems from trusted adults.

4.2.M Describe how prejudice, discrimination, and bias can lead to violence.

4.3.M Demonstrate ways to communicate respect for diversity.

4.4.M Demonstrate the ability to use steps of conflict resolution.

Standard 5: Decision Making

5.1.M Apply a decision-making process to enhance health.

5.2.M Describe situations for which someone should seek help with stress, loss, and depression.

5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.

Standard 6: Goal Setting

6.1.M Make a plan to prevent and manage stress.

6.2.M Describe how personal goals can be affected if violence is used to solve problems.

6.3.M Make a personal-commitment to avoid persons, places, or activities that encourage violence or delinquency.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Carry out personal and social responsibilities appropriately.

7.2.M Practice strategies to manage stress.

7.3.M Practice appropriate ways to respect and include others who are different from oneself.

7.4.M Demonstrate how to use self-control when angry.

Standard 8: Health Promotion

8.1.M Encourage a school environment that is respectful of individual differences.

8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.

Sixth Grade Physical Education Standards

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.
- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

Rhythmic Skills

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

Rhythmic Skills

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

Combination of Movement Patterns and Skills

- 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

Sixth Grade Visual And Performing Arts Standards

DANCE

1.0 ARTISTIC PERCEPTION

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.

1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.

Comprehension and Analysis of Dance Elements

1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.

1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

Development of Dance Vocabulary

1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

2.0 CREATIVE EXPRESSION

Creation/Invention of Dance Movement

2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.

2.2 Compare and demonstrate the difference between imitating movement and creating original material.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate dance forms in dance studies.

2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).

2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

Communication of Meaning in Dance Through Dance Performance

2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.

2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

Development of Partner and Group Skills

2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

3.0 HISTORICAL AND CULTURAL CONTEXT

Development of Dance

3.1 Compare and contrast features of dances already performed from different countries.

History and Function of Dance

3.2 Explain the importance and function of dance in students' lives.

Diversity of Dance

3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

4.0 AESTHETIC VALUING

Description, Analysis, and Criticism of Dance

4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).

4.2 Propose ways to revise choreography according to established assessment criteria.

Meaning and Impact of Dance

4.3 Discuss the experience of performing personal work for others.

4.4 Distinguish the differences between viewing live and recorded dance performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications Across Disciplines

5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).

5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).

Development of Life Skills and Career Competencies

5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).

MUSIC

1.0 ARTISTIC PERCEPTION

Read and Notate Music

- 1.1 Read, write, and perform intervals and triads.
- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

Listen to, Analyze, and Describe Music

- 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).

2.0 CREATIVE EXPRESSION

Music Apply Vocal and Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
- 2.2 Sing music written in two parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).

Compose, Arrange, and Improvise

- 2.4 Compose short pieces in duple and triple meters.
- 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.
- 2.6 Improvise simple melodies.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

- 3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- 3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).

Diversity of Music

- 3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.
- 3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

- 4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

Derive Meaning

- 4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.
- 4.3 Identify aesthetic qualities in a specific musical work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1 Describe how knowledge of music connects to learning in other subject areas.

Careers and Career-Related Skills

- 5.2 Identify career pathways in music.

THEATRE

1.0 ARTISTIC PERCEPTION

Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as *action/reaction*, *vocal projection*, *subtext*, *theme*, *mood*, *design*, *production values*, and *stage crew*, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

2.0 CREATIVE EXPRESSION

Development of Theatrical Skills

- 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

Creation/Invention in Theatre

- 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
- 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting-together with a range of character types.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Cultural Significance of Theatre

3.1 Create scripts that reflect particular historical periods or cultures.

History of Theatre

3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

4.0 AESTHETIC VALUING

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

Derivation of Meaning from Works of Theatre

4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history—social science of how persuasion and propaganda are used in advertising.

Careers and Career-Related Skills

5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.

VISUAL ARTS

1.0 ARTISTIC PERCEPTION

Develop Visual Arts Knowledge and Vocabulary

1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).

1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.

1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design

1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

2.1 Use various observational drawing skills to depict a variety of subject matter.

2.2 Apply the rules of two-point perspective in creating a thematic work of art.

2.3 Create a drawing, using varying tints, shades, and intensities.

Communication and Expression Through Original Works of Art

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.

2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

2.6 Use technology to create original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts

3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).

3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

Diversity of the Visual Arts

3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

4.0 AESTHETIC VALUING

Derive Meaning

4.1 Construct and describe plausible interpretations of what they perceive in works of art.

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.

4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Research how art was used in theatrical productions in the past and in the present.

5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.

5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Careers and Career-Related Skills

5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

6th Grade Technology Standards

<u>Level of Skills Definitions</u>			
Observe		<i>Observation of Teacher Modeling Skills</i>	
Basic		<i>Practicing Skills with Teacher's Guidance</i>	
Intermediate		<i>Practicing Skills with Minimal Teacher Support</i>	
Proficient		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
6.1	Ethics	Practice respectful and responsible use of technology by abiding by School Technology and Internet Use Policy.	NA
6.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.	NA
6.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy of information.	Na
6.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.	NA
6.5	Keyboarding Skills	Use correct technique for key striking and keying by touch.	Advanced
6.6	Keyboarding Skills	Enter data at a rate of 21-25 words per minute.	Advanced
6.7	Keyboarding Skills	Identify the location and function of the TAB key.	Advanced
6.8	Keyboarding Skills	Use both hands simultaneously on the keyboard.	Advanced
6.9	Keyboarding Skills	Use correct hand-finger, home row, and pairing of fingers.	Advanced
6.10	Keyboarding Skills	Use left hand on the left side of the keyboard.	Advanced
6.11	Keyboarding Skills	Use right hand on the right side of the keyboard.	Advanced
6.12	Keyboarding Skills	Use thumb on the spacebar.	Advanced
6.13	Keyboarding Skills	Locate, identify and use letter, number, and punctuation keys.	Advanced
6.14	Keyboarding Skills	Identify keys on the right and left side of the keyboard.	Advanced
6.15	Keyboarding Skills	Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	Advanced
6.16	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Backspace.	Advanced

6th Grade
Technology Standards

<u>Level of Skills Definitions</u>			
<i>Observe</i>		<i>Observation of Teacher Modeling Skills</i>	
<i>Basic</i>		<i>Practicing Skills with Teacher's Guidance</i>	
<i>Intermediate</i>		<i>Practicing Skills with Minimal Teacher Support</i>	
<i>Proficient</i>		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
6.17	Keyboarding Skills	Identify and properly use the mouse.	Advanced
6.18	Keyboarding Skills	Use correct posture.	Advanced
6.19	Keyboarding Skills	Use "single-click", "double-click", and "click-and drag" functions of the mouse.	Advanced
6.20	Keyboarding Skills	Recognize letters on the keyboard as capital letters.	Advanced
6.21	Word Processing	Understand and use the cut, copy, and paste information.	Advanced
6.22	Word Processing	Use correct spacing between words.	Advanced
6.23	Word Processing	Use correct spacing following punctuation.	Advanced
6.24	Word Processing	Use Spellcheck.	Advanced
6.25	Word Processing	Use appropriate items on a menu bar "Print" and "Save".	Advanced
6.26	Word Processing	Change font, color, and size.	Advanced
6.27	Word Processing	Name and save a file.	Advanced
6.28	Word Processing	Add graphics to a composition.	Advanced
6.29	Word Processing	Insert Header/Footer, Paragraphing Tools, Adjusting alignment.	Advanced
6.30	Database	Define the term "database" and provide examples from-everyday life (Destiny, Telephone directories, etc.).	Advanced
6.31	Database	Define terms related to databases, such as "record" field, and "search".	Advanced
6.32	Database	Do simple searches of existing databases.	Advanced
6.33	Spreadsheet	Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information.	Advanced

6th Grade
Technology Standards

<u>Level of Skills Definitions</u>			
Observe		<i>Observation of Teacher Modeling Skills</i>	
Basic		<i>Practicing Skills with Teacher's Guidance</i>	
Intermediate		<i>Practicing Skills with Minimal Teacher Support</i>	
Proficient		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
6.34	Spreadsheet	Identify and explain terms and concepts related to spreadsheets (cell, column, row, values, chart, graphs).	Advanced
6.35	Spreadsheet	Enter/Edit data in spreadsheets and perform calculations using simple formulas (+, -, *) observing the changes that occur.	Advanced
6.36	MultiMedia	Create, Edit, and Format Text on a Slide.	Advanced
6.37	Multimedia	Create a series of slides and organize them to present research or convey an idea.	Advanced
6.38	Multimedia	Copy and paste or import graphics, change their size and position on the slide (use of transitions, etc.).	Advanced
6.39	Internet Skills	Demonstrate the ability to use icons on desktop to get to district standard sites: Accelerated Reader, etc.	Advanced
6.40	Internet Skills	Demonstrate the ability to use a search engine.	Advanced

MATERIALS AND RESOURCES

Sixth Grade

READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

Teacher's Resources

Five Teacher's Resource System Books
Assessment Books
Intervention Resources
ELD Resources
Read-Aloud Handbook
Grammar, Spelling & Vocabulary Workbook
Daily Take-Home Activity Calendars

Small Group Leveled Texts

Units 1-10

Small Group Leveled Texts Teacher Support

Teacher's Guides & Text Evidence Question Cards
Units 1-10
Reader's Theater Handbook

Small Group Reader's Theater

Units 1-10

Texts for ELD

Student Book – Set of 10

Texts for Close Reading Consumable Student Book

Student Books (10 Units) – 1 per student
Teacher Set

Instructional Minutes:

Students will receive a minimum of 120 minutes of instruction in language arts per day.

WRITING

Write from the Beginning and Beyond | Thinking Maps® is the writing program for students.

The following materials are used:

Teacher Manuals:

- ❖ Thinking Maps: *A Language for Learning* - with 8 classroom posters
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Expository/Informative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Narrative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Response to Literature*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Setting the Stage*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Argumentative Writing*

MATHEMATICS

Go Math! California Student Edition Multi-Volume Grade is the basic text for students. The following materials are used:

Student Materials:

- ❖ California Student Edition Multi-Volume Grade 6
- ❖ Bilingual Mathboard Grade 6
- ❖ California Online Interactive Student Edition (includes Personal Math Trainer) Grade 6
- ❖ SBAC Test Prep Student Edition Grade 6
- ❖ California Downloadable Student Edition PDF Grade 6

Teacher Resource Materials:

- ❖ California Teacher Edition and Planning Guide Bundle Grade 6
- ❖ California Teacher Digital Management Center Grade 6

- ❖ California Assessment Guide Blackline Masters Grade 6
- ❖ California Reteach Workbook Blackline Masters Grade 6
- ❖ California Enrichment Workbook Blackline Masters Grade 6
- ❖ Strategic Intervention Teacher Guide Grade 6
- ❖ SBAC Test Prep Teacher Edition Grade 6
- ❖ Bilingual ExamView CD-ROM Grade 6
- ❖ Grab and Go Differentiated Centers Kit Grade 6
- ❖ Grab and Go Customized Manipulatives Kit Grade 6
- ❖ California Downloadable Student Edition PDF Grade 6

Instructional Minutes:

Students will receive a minimum of 60 minutes of instruction in mathematics per day.

TECHNOLOGY

Student Programs:

- | | | |
|----------------------|------------|----------------|
| ❖ Accelerated Reader | ❖ Go Math! | ❖ MobyMax |
| ❖ Benchmark Advance | ❖ i-Ready | ❖ Typing Agent |

HISTORY/SOCIAL SCIENCE

Ancient Civilizations (Harcourt School Publishers) is the basic text for students. The following materials are used:

Teacher Editions:

Ancient Civilizations

California Homework & Practice Book
California Success for English Learners
Time for Kids Readers

One Per Student:

Ancient Civilizations

Homework and Practice Book
Student Edition CD Rom
Student Edition e-book
Interactive Desk Map: California
Interactive Desk Map: U.S.
Interactive Desk Map: World
Graphic Organizers Write-On/Wipe-off Cards

Teacher Resource Materials:

California ePlanner with Teachers Edition

Interactive Atlas

Teacher Resource Materials Continued:

California Audiotext Collection
California ELA Program Correlation Cards
Picture/Word Cards for Developing Academic Language
California Reading Support and Intervention Book
Social Studies in Action; Resources for the Classroom
Primary Source Collection, Intermediate
TimeLinks; Interactive Time Line package
Time for Kids Readers Collection (1 copy each of 18 titles)
California Assessment Program
Interactive Desk Map Transparencies: California
Interactive Desk Map Transparencies: U.S.
Interactive Desk Map Transparencies: World
California Vocabulary Power
California Vocabulary Transparencies
Music CD Collection
All-In One Planner with Assessment CD-ROM
Online Assessment Quick Start Guide for Teachers

SCIENCE

California Science (Harcourt School Publishers) is the basic text for students. The following materials are used:

Teacher Editions:

California Science

Spotlight on Standards Reader

One Per Student:

California Science

Spotlight on Standards Reader
Student Edition e-Book

Teacher Resource Materials:

California ePlanner
California Student Edition Audiotext CD Collection
California Success for English Learners
California Assessment Guide
California Hands-On Resources
California Science Content Standards

Teacher Resource Materials:

Vocabulary Cards
California Science Content Support, Student Edition
California Science Content Support, Teacher's Edition
California Science Picture Cards
California Lab Manual, Student Edition
California Lab Manual, Teacher Edition
California Activity Video-DVD
California Science Reading Intervention Strategies
California Science Content Readers, Teachers' Guide
California Science Content Readers Audiotext CD
6 copies each of Below-Level, On-Level and Above-Level Readers
California All-in-One CD-ROM for Planning
California Electronic Visual Summary/Inquiry transparencies CD-ROM
California Student Edition on CD ROM

PHYSICAL EDUCATION

SPARK Grades 3 - 6 PE Teacher's Guide

Instructional Minutes

Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.