

LANGUAGE ARTS CONTENT STANDARDS FOR GRADE SIX

Reading

1. Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2. Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

3. Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Writing

1. Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2. Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1. Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1. Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2. Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

MATHEMATICS CONTENT STANDARDS FOR GRADE SIX

Number Sense

- Standard 1: Students compare and order fractions, decimals, and mixed numbers. They solve problems involving fractions, ratios, proportions, and percentages.
- Standard 2: Students calculate and solve problems involving addition, subtraction, multiplication, and division of rational numbers.

Algebra and Functions

- Standard 1: Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions; solve simple linear equations; and interpret their results.
- Standard 2: Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
- Standard 3: Students investigate geometric patterns and describe them algebraically.

Measurement and Geometry

- Standard 1: Students deepen their understanding of measurement of plane and solid shapes and use this understanding to solve problems.
- Standard 2: Students identify and describe the properties of two-dimensional figures.

Statistics, Data Analysis, and Probability

- Standard 1: Students compute and analyze statistical measurements for data sets.
- Standard 2: Students use data samples of a population and describe the characteristics and limitations of the samples.
- Standard 3: Students determine theoretical and experimental probabilities and use these to make predictions about events.

Mathematical Reasoning

Standard 1: Students make decisions about how to approach problems.

Standard 2: Students use strategies, skills, and concepts in finding solutions.

Standard 3: Students move beyond a particular problem by generalizing to other situations.

SCIENCE CONTENT STANDARDS FOR GRADE SIX

Focus on Earth Science

Plate Tectonics and Earth's Structure

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

Shaping Earth's Surface

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

Heat (Thermal Energy) (Physical Science)

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

Ecology (Life Science)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

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.

SOCIAL STUDIES CONTENT STANDARDS FOR GRADE SIX

World History and Geography: Ancient Civilizations

Students in grade six 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.

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.
2. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
3. Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
4. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
5. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
6. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
7. Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.