



Priority Content Standards

SIXTH GRADE

English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	<p>Literature</p> <ol style="list-style-type: none"> 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. 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. 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. 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 to9. 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). 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. 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. <p>Informational Text</p> <ol style="list-style-type: none"> 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). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 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). 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.



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<p>Writing</p>	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures even sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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. 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 print 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. 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.
<p>Speaking and Listening</p>	<ol style="list-style-type: none"> 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. 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. 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. 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.
<p>Language</p>	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standards English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading or listening. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases



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	<p>based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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.</p>
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Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Ratios and Proportional Relationships (RP)	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <ol style="list-style-type: none"> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. 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 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.
The Number System (NS)	<p>Apply and extend previous understanding of multiplication and division to divide fractions by fractions.</p> <ol style="list-style-type: none"> 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. <p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <ol style="list-style-type: none"> 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. 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. Understand ordering and absolute value of rational numbers. 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 (EE)	<p>Apply and extend previous understanding of arithmetic to algebraic expressions.</p> <ol style="list-style-type: none"> Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers. Apply the properties of operations to generate equivalent expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <p>Reason about and solve one-variable equations and inequalities.</p> <ol style="list-style-type: none"> Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers. Apply the properties of operations to generate equivalent expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <p>Represent and analyze quantitative relationships between dependent and independent variables.</p> <ol style="list-style-type: none"> 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.
Geometry (G)	<p>A. Solve real-world and mathematical problems involving area, surface area and volume.</p>
Statistics and Probability (SP)	<p>A. Develop understanding of statistical variability.</p> <p>B. Summarize and describe distributions.</p>



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Standards for Mathematical Practice (SMP)	<ol style="list-style-type: none"> 1. Persevere in solving problems 3. Explain thinking and reasoning and critique the reasoning of others 6. Be precise in calculations, measurements and communicating thinking 7. Recognize patterns and structure and use these in explanations and generalizations
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Science

Based on CA State Content Standards in Science

Focus on Earth Science

Strand	Standards
<p>1. Plate Tectonics and Earth's Structure</p> <p>Earth's surface and major geologic events are caused by Plate Tectonics</p> <p>Students should know that:</p>	<ol style="list-style-type: none"> a. evidence of plate tectonics is derived from the fit of the continents, the location of earthquakes, volcanoes and mid-ocean ridges, and the distribution of fossils, rock types and ancient climatic zones. b. Earth is composed of several layers: a cold, brittle lithosphere, a hot convecting mantle and a dense, metallic core. c. Lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle. d. earthquakes are sudden motions along break in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. e. major geologic event, such as earthquakes, volcanic eruptions and mountain building result from plate motions.
<p>2. Shaping Earth's Surface</p> <p>Topography is shaped by weathering and soil deposits.</p> <p>Students should know:</p>	<ol style="list-style-type: none"> a. water running downhill is the dominant process in shaping the landscape, including California's landscape. b. rivers and streams are dynamic systems that erode, transport sediment, change course and flood their banks in natural and recurring patterns. d. earthquakes, volcanic eruptions, landslides and floods change human and wildlife habitats.
<p>3. Thermal Energy</p> <p>Heat moves from warmer to cooler by various means.</p> <p>Students should know:</p>	<ol style="list-style-type: none"> a. 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. when fuel is consumed, most of the energy released becomes heat energy. c. heat flows in solids by conduction and in fluids by conduction and convection.
<p>4. Energy in the Earth System</p> <p>The Earth's surface is affected by the transfer of energy</p> <p>Students should know:</p>	<ol style="list-style-type: none"> a. the sun is the major source of energy for phenomena on Earth's surface: it powers winds, ocean currents and the water cycle. b. solar energy reaches Earth through radiation, mostly in the form of visible light. c. heat from Earth's interior reaches the surface primarily through convection. e. differences in pressure, heat, air movement and humidity results in change of weather.
<p>5. Ecology</p> <p>Organisms in ecosystems exchange energy and nutrients.</p> <p>Students should know:</p>	<ol style="list-style-type: none"> a. energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. b. matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. c. populations of organisms can be categorized by the functions they serve in an ecosystem. e. the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as light, water, temperatures and soil composition.
<p>6. Resources</p> <p>Chemistry is the basis of biological systems.</p> <p>Students should know:</p>	<ol style="list-style-type: none"> b. different energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife and forests, and how to classify them as renewable or non-renewable.
<p>9. Investigation and Experimentation</p> <p>Students will develop an hypothesis</p>	<ol style="list-style-type: none"> b. select and use appropriate tools and technology to perform tests, collect and display data. c. construct appropriate graphs from data and develop quantitative statements about the relationships between variables. d. communicate the steps and results from an investigation in written reports and oral presentations.



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and perform investigations.	f. read a topographic map and a geologic map for evidence provided on the maps. h. identify changes in natural phenomena over time without manipulating the phenomena (i.e. a tree limb, a grove of trees, a stream, a hillslope).
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History/Social Science

Based on CA State Content Standards

Ancient Civilizations

	Standards
Analysis Skills Chronological and Thinking	<ol style="list-style-type: none"> 1. Explain how major events are related to one another in time. 2. Construct various timelines of key events, people, and periods of history. 3. Use maps and documents to identify physical and cultural features.
Research, Evidence and Point of View	<ol style="list-style-type: none"> 1. Frame questions that can be answered by historical study and research. 2. Distinguish fact from opinion in historical narratives and stories. 5. Detect historical points of view and take historical context into consideration.
Historical Interpretation	<ol style="list-style-type: none"> 1. Explain the central issues and problems from the past, using time and place. 2. Understand cause, effect, sequence and correlation in historical events.
Content Standards 6.2 Early Mesopotamia, Egypt and Kush	<ol style="list-style-type: none"> 1. Locate and describe the major rivers systems and physical settings of these areas that supported permanent settlement and early civilizations. 3. Describe the relationship between religion and the social/political order in Mesopotamia and Egypt. 4. Know the significance of Hammurabi's Code. 8. Identify the location of the Kush civilization and describe its political, commercial and cultural relations with Egypt.
6.3 The Ancient Hebrew	<ol style="list-style-type: none"> 1. Describe the origins and significance of Judaism as the first monotheistic religion. 4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus; outline the significance of the Exodus to the Jewish and other people.
6.4 Ancient Greece	<ol style="list-style-type: none"> 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 democratic forms of government and back to dictatorship in early Greece, including the importance of citizenship. 3. State the differences between Athenian democracy and representative democracy.
6.5 Early civilizations of India	<ol style="list-style-type: none"> 1. Locate and describe the major river system and physical setting that supported the rise of this civilization. 3. Explain the beliefs and practices of Brahamism
6.6 Early civilization of China	<ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Hua n-He Valley during the Shang dynasty. 2. Explain the geographic features of China that made governance difficult and isolated the country from the rest of the world. 4. Identify the political/cultural problems of Confucius' time and how he tried to solve them. 5. Detail the political contributions of the Han Dynasty.
6.7 The development of Rome	<ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including key historic figures such as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar and Cicero. 2. Describe the government of the Roman Republic and its significance. 3. Identify the location of and the reason for the growth of Roman territories. 7. Describe the circumstances that led to the spread of Christianity in Europe. 8. Discuss Roman art and architecture, technology and science, literature, language and law.



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