

MATHEMATICS

By the end of grade six, students will learn to connect ratio and rate to whole number multiplication and division and using concepts of ratio to solve problems. They will understand division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. Students will write, interpret, and use expressions and equations, and develop understanding of statistical thinking.

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world mathematical problems involving area, surface area, and volume.
- Statistics and Probability
- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

SCIENCE

FOCUS ON EARTH SCIENCE

Students know that:

Plate Tectonics and Earth's Structure

- Plate tectonics explain important features of Earth's surface and major geologic events.

Shaping of the Earth's Surface

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

Heat (Thermal Energy) (Physical Science)

- 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

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

Ecology (Life Science)

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

Resources

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

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three strands, students should develop their own questions and perform investigations.

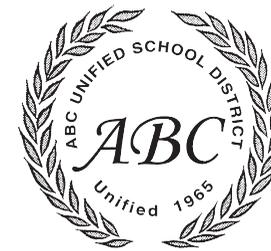
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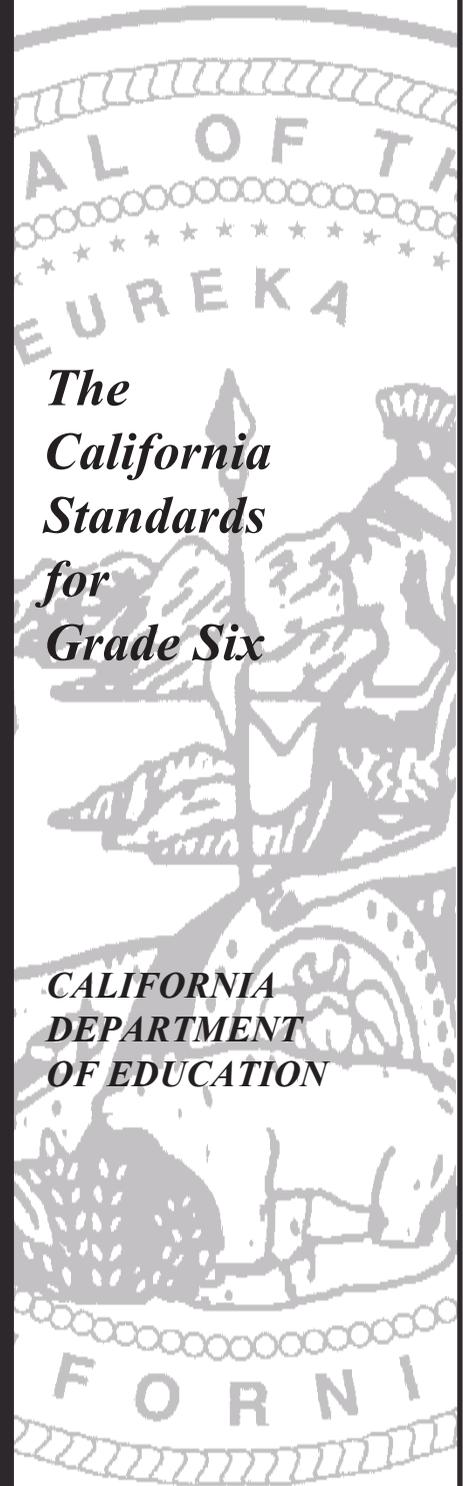


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GRADE SIX

*The
California
Standards
for
Grade Six*

*CALIFORNIA
DEPARTMENT
OF EDUCATION*



Dear Parent/Guardian,

This standards overview provides you with information of what children learn in sixth grade for each subject. Your understanding of the Common Core and content standards allows you to help your child with school work, homework, and to frame your questions for parent-teacher conferences. Also, this information can guide your selection of reading and writing materials for the home, and shape your visits to libraries, museums, or other places of interests.

GRADE SIX

ENGLISH-LANGUAGE ARTS

Reading Standards for Literature and Informational Text

Students will:

- cite evidence from the text to support analysis of what the text says and inferences drawn from the text.
- determine a theme or central idea of a text through details.
- describe how a particular story’s or drama’s plot unfolds in a series of episodes and how the characters respond or change throughout the plot.
- determine the meaning of words and phrases used in a text, including figurative and connotative meanings.
- explain how an author develops the point of view of the narrator or speaker in a text.
- compare and contrast texts the themes and topics in different forms like stories and poems, historical novels and fantasy.
- analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.

Writing

- Students will write arguments, narratives, and informative/explanatory essays and conduct short research reports. They will learn to organize ideas, engage the reader, add descriptive details and sensory language, use transitions, and produce a clear and coherent piece of writing.

Listening and Speaking

Students will:

- come to discussions prepared, having read or studies required material referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- present claims and findings, sequencing ideas logically and using pertinent description, facts, and details and nonverbal elements to accentuate main ideas or themes.
- plan and deliver an informative/explanatory presentation.

Language

Students will:

- ensure that pronouns are in the proper case.
- use all pronouns correctly..
- recognize and correct inappropriate shifts in pronouns number and person.
- vary sentence patterns for meaning, interest, and style.
- use context as a clue to the meaning of a word or phrase.
- interpret figures of speech in context.
- distinguish among the connotations of words with similar denotations.
- demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

HISTORY-SOCIAL SCIENCE

The intellectual skills noted below are to be learned through, and applied to, content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

CHRONOLOGICAL AND SPATIAL THINKING

Students will:

- explain how major events are related to each other in time.
- construct various time lines of key events, people, and periods of the historical era they are studying.
- use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

RESEARCH, EVIDENCE, AND POINT OF VIEW

Students will:

- frame questions that can be answered by historical study and research.
- distinguish fact from opinion in historical narratives and stories.
- distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

HISTORICAL INTERPRETATION

Students will:

- Explain the central issues and problems of the past, placing people and events in a matrix of time and place.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

- explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- recognize the role of chance, oversight, and error in history.
- recognize that interpretations of history are subject to change as new information is uncovered.
- interpret basic indicators of economic performance and conduct cost/benefit analyses of economic and political issues.

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.

Students will:

- describe what is known through archeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution.
- analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Hebrews.
- analyze the geographic, political, economic, religious and social structures of the early civilizations of Ancient Greece.
- analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- analyze the geographic, political, economic, religious, and social structures in the development of Rome.