Grade 6 Curriculum Overview

District 88 is committed to provide a high quality instructional program for our students. This overview shares the Essential Standards at this grade level.

English Language Arts *In Grade 6, students will*	
Standard	Description
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	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.
RL.6.3	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.
RL.6.4	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
RL.6.10	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.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	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.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.10	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.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.b Spell correctly.
L.6.4	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.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly. 6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.c Use words, phrases,

	and clauses to clarify the relationships among claim(s) and reasons. W.6.1.d Establish and maintain a formal style. W.6.1.e Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2.a Introduce a topic; 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. W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.e. Establish and maintain a formal style. W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3.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. W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3.e. Provide a conclusion that follows from the narrated experiences or events."

Math *In Grade 6, students will*	
Standard	Description
6.R.P.A.3A	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.
6.RPA. 3C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
6. RPA.3.D.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
6.NS.A.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 (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?.
6.NS.B2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.C.6.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.
6.NS.C.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.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.A.2.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.
6.EE.A.2.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
6.EE.A.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.
6.EE.B.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.EE.B.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.
6.EE.B.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.
6.EE.C.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.
6.R.P.A. 3B	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?

Social Studies *In Grade 6, students will*	
Standard	Description
SS.6-8.CV.5.LC.	Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws.
SS.6-8.EC.3.LC	Explain why standards of living increase as productivity improves.
SS.6-8.H.1.LC.	Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.
SS.6-8.H.4.LC.	Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.
SS.6-8.G.2.LC.	Explain how humans and their environment affect one another.

Science *In Grade 6, students will*	
Standard	Description
MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Art *In Grade 6, students will*	
Standard	Description
VA:Cr2.1.6	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design
VA:6.1.1	Combine concepts collaboratively to generate innovative ideas for creating art

Music *In Grade 6, students will*	
Standard	Description
MU:Cr2.1.6b	Using standard notation, show understanding of simple music concepts
MU:Pr4.2.6a	Understand elements of music and how they are used for performances
MU:Pr5.1.6a	Apply teacher criteria to rehearse, refine and determine when a piece is ready to perform
MU:Pr6.1.6a	Perform music with technical accuracy

EGJ 6th Grade Band *In Grade 6, students will*	
Performing: Select	Description: Select varied musical works to present based on interest, knowledge, technical skill, and context.
MU:Pr4.1.E.5a	● Students will perform this standard at an intermediate level by end of year
Performing: Analyze	Description: Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances
MU:Pr4.2.E.5a	● Students will perform this standard at an intermediate level by end of year
Performing: Interpret	Description: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances
MU:Pr4.3.E.5a	● Students will perform this standard at an intermediate level by end of year
Performing: Present	Description: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5a	● Students will perform this standard at an intermediate level by end of year
Responding: Evaluate	Description: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music
MU:Re9.1.E.5a	● Students will perform this standard at an intermediate level by end of year

Physical Education *In Grade 6, students will*	
Standard	Description
PHE.6.1	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.

PPE.6.1	Use identified procedures and safe practices without reminders during group physical activities
PPE.6.2	Work independently on task until completed
PPE.6.3	Work cooperatively with a partner or small group to reach a shared goal during physical activity
PHE.6.2	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
PPE.6.1	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health related and skill related fitness
PPE.6.2	Match recognized assessments of health related fitness to corresponding components of fitness
PPE.6.3	Set a personal health related fitness goal
PHE.6.3	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.
PHE.6.1	Identify basic body systems and their functions
PHE.6.2	Express opinions about health issues and communicate individual health needs
PHE.6.3	Identify physical, mental, social and cultural factors affecting growth and development of children
PHE.6.4	Identify stages in growth and development