

## 6<sup>th</sup> Grade Critical Standards English Language Arts

1 & 11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]

5 & 15) 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. [RL.6.5]

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. [RL.6.9]

19.) 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). [RI.6.9]

21.) 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. [W.6.1a]

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b]

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c]

d. Establish and maintain a formal style. [W.6.1d]

e. Provide a concluding statement or section that follows from the argument presented. [W.6.1e]

24.) 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 21-23 above.) [W.6.4]

25.) 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 the first three Language standards in Grades K-6.) [W.6.5]

31.) 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. [SL.6.1]

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. [SL.6.1a]

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]

32.) 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. [SL.6.2]

37.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]

a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama)

b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]

c. Use intensive pronouns (e.g., *myself*, *ourselves*). [L.6.1b]

d. Recognize and correct inappropriate shifts in pronoun number and person.\* [L.6.1c]

e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* [L.6.1d]

f. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\* [L.6.1e]

38.) 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 or parenthetical elements.\* [L.6.2a]

b. Spell correctly. [L.6.2b]

## 6<sup>th</sup> Grade Critical Standards Mathematics

1.) Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities. [6-RP1]

2.) Understand the concept of a unit rate  $\frac{a}{b}$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. [6-RP2]

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. [6-RP3]

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. [6-RP3a]

b. Solve unit rate problems including those involving unit pricing and constant speed. [6-RP3b]

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. [6-RP3c]

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. [6-RP3d]

9 ) 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. [6-NS6]

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. [6-NS6a]

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. [6-NS6b]

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-NS6c]

10.) Understand ordering and absolute value of rational numbers. [6-NS7]

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. [6-NS7a]

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. [6-NS7b]

Example: Write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .

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. [6-NS7c]

Example: For an account balance of -30 dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.

d. Distinguish comparisons of absolute value from statements about order. [6-NS7d]

Example: Recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

11.) 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-NS8]

13.) Write, read, and evaluate expressions in which letters stand for numbers. [6-EE2]

a. Write expressions that record operations with numbers and with letters standing for numbers. [6-EE2a]

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. [6-EE2b]

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). [6-EE2c]

14.) Apply the properties of operations to generate equivalent expressions. [6-EE3]

16.) 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-EE5]

18.) 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-EE7]

20.) 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. [6-EE9]

## 6<sup>th</sup> Grade Critical Standards Science

1.) Create and manipulate models (e.g., physical, graphical, conceptual) to explain the occurrences of day/night cycles, length of year, seasons, tides, eclipses, and lunar phases based on patterns of the observed motions of celestial bodies.

2.) Construct models and use simulations (e.g., diagrams of the relationship between Earth and man-made satellites, rocket launch, International Space Station, elliptical orbits, black holes, life cycles of stars, orbital periods of objects within the solar system, astronomical units and light years) to explain the role of gravity in affecting the motions of celestial bodies (e.g., planets, moons, comets, asteroids, meteors) within galaxies and the solar system.

5.) Use evidence to explain how different geologic processes shape Earth's history over widely varying scales of space and time (e.g., chemical and physical erosion; tectonic plate processes; volcanic eruptions; meteor impacts; regional geographical features, including Alabama fault lines, Rickwood Caverns, and Wetumpka Impact Crater).

7.) Use models to construct explanations of the various biogeochemical cycles of Earth (e.g., water, carbon, nitrogen) and the flow of energy that drives these processes.

8.) Plan and carry out investigations that demonstrate the chemical and physical processes that form rocks and cycle Earth's materials (e.g., processes of crystallization, heating and cooling, weathering, deformation, and sedimentation).

9.) Use models to explain how the flow of Earth's internal energy drives a cycling of matter between Earth's surface and deep interior causing plate movements (e.g., mid-ocean ridges, ocean trenches, volcanoes, earthquakes, mountains, rift valleys, volcanic islands).

12.) Integrate qualitative scientific and technical information (e.g., weather maps; diagrams; other visualizations, including radar and computer simulations) to support the claim that motions and complex interactions of air masses result in changes in weather conditions.

13.) Use models (e.g., diagrams, maps, globes, digital representations) to explain how the rotation of Earth and unequal heating of its surface create patterns of atmospheric and oceanic circulation that determine regional climates.

a. Use experiments to investigate how energy from the sun is distributed between Earth's surface and its atmosphere by convection and radiation (e.g., warmer water in a pan rising as cooler water sinks, warming one's hands by a campfire).

14.) Analyze and interpret data (e.g., tables, graphs, maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; rates of human activities) to describe how various human activities (e.g., use of fossil fuels, creation of urban heat islands, agricultural practices) and natural processes (e.g., solar radiation, greenhouse effect, volcanic activity) may cause changes in local and global temperatures over time.

15.) Analyze evidence (e.g., databases on human populations, rates of consumption of food and other natural resources) to explain how changes in human population, per capita consumption of natural resources, and other human activities (e.g., land use, resource development, water and air pollution, urbanization) affect Earth's systems.

6<sup>th</sup> Grade Critical Standards  
Social Studies

1.) Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.

2.) Describe reform movements and changing social conditions during the Progressive Era in the United States.

- Relating countries of origin and experiences of new immigrants to life in the United States  
Example: Ellis Island and Angel Island experiences
- Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws
- Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system
- Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler (Alabama)
- Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP)
- Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States

3.) Identify causes and consequences of World War I and reasons for the United States' entry into the war.

Examples: sinking of the *Lusitania*, Zimmerman Note, alliances, militarism, imperialism, nationalism

- Describing military and civilian roles in the United States during World War I
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand
- Analyzing technological advances of the World War I era for their impact on modern warfare  
Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask
- Locating on a map major countries involved in World War I and boundary changes after the war
- Explaining the intensification of isolationism in the United States after World War I  
Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare
- Recognizing the strategic placement of military bases in Alabama (Alabama)

4.) Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age  
Examples: Langston Hughes, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, W. C. Handy, Erskine Hawkins, George Gershwin, Zora Neale Hurston (Alabama)
- Identifying contributions of turn-of-the-century inventors  
Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright (Alabama)
- Describing the emergence of the modern woman during the early 1900s  
Examples: Amelia Earhart, Zelda Fitzgerald, Helen Keller, Susan B. Anthony, Margaret Washington, suffragettes, suffragists, flappers (Alabama)
- Identifying notable persons of the early 1900s  
Examples: Babe Ruth, Charles A. Lindbergh, W. E. B. Du Bois, John T. Scopes (Alabama)

- Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations

Examples: higher wages, increase in consumer goods, collapse of farm economy, extension of personal credit, stock market crash, Immigration Act of 1924

5.) Explain causes and effects of the Great Depression on the people of the United States.

Examples: economic failure, loss of farms, rising unemployment, building of Hoovervilles

- Identifying patterns of migration during the Great Depression
- Locating on a map the area of the United States known as the Dust Bowl
- Describing the importance of the election of Franklin D. Roosevelt as President of the United States, including the New Deal alphabet agencies
- Locating on a map the river systems utilized by the Tennessee Valley Authority (TVA) (Alabama)

6.) Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō
- Describing the development of and the decision to use the atomic bomb
- Describing human costs associated with World War II  
Examples: the Holocaust, civilian and military casualties
- Explaining the importance of the surrender of the Axis Powers ending World War II

8 ) Describe how the United States' role in the Cold War influenced domestic and international events.

- Describing the origin and meaning of the Iron Curtain and communism
- Recognizing how the Cold War conflict manifested itself through sports

Examples: Olympic Games, international chess tournaments, Ping-Pong diplomacy

- Identifying strategic diplomatic initiatives that intensified the Cold War, including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy  
Examples: trade embargoes, Marshall Plan, arms race, Berlin blockade and airlift, Berlin Wall, mutually assured destruction, North Atlantic Treaty Organization (NATO), Warsaw Pact, Cuban missile crisis, Bay of Pigs invasion
- Identifying how Cold War tensions resulted in armed conflict  
Examples: Korean Conflict, Vietnam War, proxy wars
- Describing the impact of the Cold War on technological innovations  
Examples: Sputnik; space race; weapons of mass destruction; accessibility of microwave ovens, calculators, and computers
- Recognizing Alabama's role in the Cold War (Alabama)  
Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker (Alabama)
- Assessing effects of the end of the Cold War Era  
Examples: policies of Mikhail Gorbachev; collapse of the Soviet Union; Ronald W. Reagan's

foreign policies, including the Strategic Defense Initiative (SDI or Star Wars)

9.) Critique major social and cultural changes in the United States since World War II.

- Identifying key persons and events of the modern Civil Rights Movement  
Examples: persons—Martin Luther King Jr.; Rosa Parks; Fred Shuttlesworth; John Lewis (Alabama)

Events—*Brown versus Board of Education*, Montgomery Bus Boycott, student protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations (Alabama)

- Describing the changing role of women in United States' society and how it affected the family unit  
Examples: women in the workplace, latchkey children
- Recognizing the impact of music genres and artists on United States' culture since World War II  
Examples: Genres—protest songs; Motown, rock and roll, rap, folk, and country music  
Artists—Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams (Alabama)
- Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and news programming, talk radio, and Internet social networking, on United States' culture since World War II

11.) Identify technological advancements on society in the United States since World War II.

Examples: 1950s—fashion doll, audio cassette

1960s—action figure, artificial heart, Internet, calculator

1970s—word processor, video game, cellular telephone

1980s—personal computer, Doppler radar, digital cellular telephone

1990s—World Wide Web, digital video diskette (DVD)

2000s—digital music player, social networking technology, personal Global Positioning System (GPS) device