

Grade 6 Standard Matrix

Sep

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

ENGLISH-LANGUAGE ARTS

2.6

Reading: Determine the adequacy and appropriateness of the evidence for an author's conclusions.

X

2.7

Reading: Make reasonable assertions about a text through accurate, supporting citations.

X

2.8

Reading: Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

X

3.8

Reading: Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

X

1.0

Writing: 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.

X

X

X

X

X

2.0

Writing: Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words 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.

X

X

X

X

X

X

2.3

Writing: Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.

X

X

1.5

Written & Oral English Language Conventions: Spell frequently misspelled words correctly (e.g., their, they're, there).

X

X

X

X

1.0

Listening & Speaking: 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.

X

X

X

X

X

Grade 6



ENGLISH-LANGUAGE ARTS

2.0	Listening & Speaking: 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.	X		X		X	X			X
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MATHEMATICS

1.0	Number Sense: Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.							X		
1.4	Number Sense: Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.					X				
2.0	Number Sense: Students calculate and solve problems involving addition, subtraction, multiplication, and division.							X		
2.3	Number Sense: Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	X	X	X		X		X		
2.1	Algebra & Functions: Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).			X		X				
2.2	Algebra & Functions: Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.							X		
2.3	Algebra & Functions: Solve problems involving rates, average speed, distance, and time.			X				X		
1.1	Statistics, Data Analysis, & Probability: Compute the range, mean, median, and mode of data sets.	X	X	X	X				X	X
1.2	Statistics, Data Analysis, & Probability: Understand how additional data added to data sets may affect these computations of measures of central tendency.	X	X	X	X				X	X

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MATHEMATICS

1.3

Statistics, Data Analysis, & Probability: Understand how the inclusion or exclusion of outliers affects measures of central tendency.

X

X

X

X

X

X

1.4

Statistics, Data Analysis, & Probability: Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

X

X

X

X

X

X

HISTORY/SOCIAL SCIENCE

6.1.1

Social Science: Describe the hunter-gatherer societies, including the development of tools and the use of fire.

X

X

X

6.2

Social Science: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

X

X

X

6.3

Social Science: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

X

X

X

6.4

Social Science: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

X

X

X

6.5

Social Science: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

X

X

X

6.6

Social Science: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

X

X

X

6.7

Social Science: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

X

X

X

Grade 6



PHYSICAL EDUCATION

1.6 **Physical Education:** Perform folk and line dances.

X

3.1 **Physical Education:** Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.

X

X

3.5 **Physical Education:** Measure and evaluate changes in physical fitness based on physical activity patterns.

X

3.6 **Physical Education:** Monitor heart rate intensity during physical activity.

X

4.2 **Physical Education:** Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of physical fitness.

X

4.5 **Physical Education:** Explain methods of monitoring heart rate intensity.

X

4.6 **Physical Education:** List the long-term benefits of participation in regular physical activity.

X

4.7 **Physical Education:** Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

X

X

5 **Physical Education:** Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

X

HEALTH FRAMEWORK

1 **Health Framework Expectation:** Students will demonstrate ways in which they can enhance and maintain their health and well-being.

X

X

X

X

X

X

X

5 **Health Framework Expectation:** Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

X