

CLAREMONT UNIFIED SCHOOL DISTRICT

Curriculum Goals Sixth Grade

Language Arts

The Language Arts Program is designed to develop students' reading, writing and oral language skills in order to prepare them to have productive and enriched life-long experiences. The program has a balance of phonics-based skills and literacy development. Students will be encouraged and challenged to develop new knowledge and in-depth understanding in all content areas as they improve their reading skills and progress through the grades. The district program is articulated from kindergarten through twelfth grade and follows the standards outlined by the State of California.

Standard 1: Reading Process

To progress toward the content standard in Reading Process, sixth grade students will:

Demonstrate an understanding of how print is organized and read.

To progress toward meeting the grade level standard, students will:

- Use encyclopedia, atlas, almanac and thesaurus to locate specific information.

Demonstrate an understanding of word origins and word relationships to determine meaning of words.

To progress toward meeting the grade level standard, students will:

- Use word origins to determine the influences on English word meanings.

Read fictional and non fictional material for a variety of purposes, and respond in order to demonstrate understanding.

To progress toward meeting the grade level standard, students will:

- Analyze how structure contributes to the understanding of text.
- Analyze, compare and contrast ways characters solve problems.
- Make inferences and draw conclusions about characters, setting, events and themes. Support these with evidence from the text.
- Distinguish among facts, supported inferences, and opinions from information sources.
- Recognize instances of bias, stereotyping, and propaganda techniques in expository text.
- Recognize when author's purpose is primarily intended to persuade.
- Apply reading strategies such as reading with others, predicting, questioning, clarifying, and summarizing.

Standard 2: Literature: Interpreting, Critiquing, and Creating

To progress toward the content standard in Literature, sixth grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Relate forms of literature (poetry, short story, drama, fiction, and non-fiction) to purpose.
- Analyze how a work of literature reflects the context in which it was created (e.g., period, ideas, culture, or perspective).

- Recognize cultural attitudes and customs in literary selections and how they influence the characters and plot within literary pieces.

Students will apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Understand plot, character and setting.
- Compare and contrast motivations and reactions of literary characters confronting similar situations or conflicts.
- Analyze relevance of setting to the meaning and mood of the text.
- Describe the effect of key literary devices such as hyperbole, alliteration, metaphor, and simile.
- Understand how point of view relates to perspective in a piece of literature.
- Identify the structure of a short story.

Students will make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/experiential level.
- Share, review and recommend titles, authors, genres and themes to others.
- Find an underlying theme or author's message in fictional or non-fictional works and relate them to prior experience and the experiences of others.
- Make connections between one's personal life and literature.

Standard 3: Writing

To progress toward the content standard in Writing, sixth grade students will:

Write multiple paragraph essays

To progress toward the grade level standard, students will:

- Use legible cursive (manuscript) handwriting.
- Support individual paragraphs with a topic sentence, facts, details, and a conclusion.
- Use supporting facts, details, or examples appropriate to the controlling idea.

Apply the writing process independently.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Use student and teacher created rubrics regularly for assessing and reflecting on writing.
- Proofread writing using a dictionary, a thesaurus, and other resources.

Communicate thoughts and ideas to a specific audience and purpose using various forms of writing.

To progress toward the grade level standard, students will:

- Write increasingly complex narratives.
- Write expository pieces.
- Write persuasive pieces.
- Write informational reports and speeches.
- Write creatively in a variety of genres.

Standard 4: Language Conventions

To progress toward the content standard in English Grammar, sixth grade students will:

Show evidence of standard English grammar, usage and mechanics in their oral and written work.

To progress toward meeting the grade level standard, students will:

- Use more complex sentence structure.
- Use troublesome verbs (e.g., lie/lay, sit/set, rise/raise) appropriately.
- Use present, past, and future tense, subject-verb agreement with compound subjects and indefinite pronouns correctly.
- Use capitalization, punctuation (quotation marks, commas)and indentation in conversational dialog.
- Use colons in business letters, semi-colons to connect independent clauses compound sentences, and commas when linking two clauses with a conjunction.

Use conventional spelling in their written work

- Spell derivatives correctly by applying the spellings of bases and affixes.
- Spell roots, inflections, suffixes, and prefixes.

Standard 5: Speaking and Listening

To progress toward the standard for Speaking and Listening, sixth grade students will:

Use speaking and listening strategies to enhance learning.

To progress toward meeting the grade level standard, students will:

- Play a variety of roles in class/group discussions (active listener, discussion leader, and recorder).
- Ask questions for clarification and elaboration using responsive listening skills (paraphrasing, agreement/disagreement) appropriately.

Mathematics

The major purpose of the K-6 mathematics program is to develop students' abilities to apply mathematics involving problems in everyday living. Ideas, concepts and/or skills are introduced at different grade levels. After introduction, it is expected that some degree of competency will be developed within that level and continue in future levels to the point of mastery. These standards have been adapted for Claremont Unified School District from "Mathematics Content Standards for California Public Schools, 1999," California Department of Education.

During the school year sixth grade students will be working on the following concepts:

Focus Statement: By the end of the sixth grade, students have mastered the four arithmetic operations with positive and negative numbers, whole numbers, fractions and decimals; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concept of how to calculate the range, mean, median and mode of data sets. They analyze data and sampling processes for possible bias and misleading conclusions, and they use addition and multiplication of fractions routinely to calculate probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference of area of a circle. They use letters for numbers in formulas involving geometric shapes and in representing an unknown part of a ratio. They solve 1-step linear equation.

Number Sense

- 1.1 Compare and order positive and negative fractions, decimals and mixed numbers and place them on a number line.
- 1.23 Interpret and use ratios in different contexts to show the relative sizes of two quantities using appropriate notations; use proportions to solve problems (e.g., determine the value of N if $\frac{4}{7} = \frac{N}{21}$; find the length of a side of a polygon similar to a known polygon).
- 1.4 Calculate given percentages of quantities
- 2.1 Solve problems involving addition, subtraction, multiplication and division of fractions and explain why a particular operation was used for a given situation.
- 2.3 Solve addition, subtraction, multiplication and division problems, including those arising in concrete situations that use positive and negative numbers and combinations of these operations.

Number Sense (continued)

- 2.4 Determine the least common multiple and greatest common divisor of whole numbers; use them to solve problems with fractions.

Algebra and Functions

- 1.1 Write and solve one–step equations in one variable.
- 1.2 Write and evaluate an algebraic expression.
- 1.3 Apply algebraic order of operations and the commutative, associative and distributive properties to evaluate expressions and justify each step in the process
- 2.0 Analyze and use tables, graphs and rules to solve problems involving rates and proportions.
- 2.3 Solve problems involving rates, average speed, distance and time.
- 3.0 Investigate geometric patterns and describe them algebraically.
- 3.1 Use variables in expressions describing geometric quantities.

Measurement and Geometry

- 1.2 Know common estimates of pi and use these values to estimate and calculate the circumference and the area of circles; compare the actual measurements.
- 1.3 Know and use the formulas for the volume of triangular prisms and cylinders; compare and explain the similarity between these formulas and the formula for the volume of a rectangular solid.
- 2.1 Identify angles as vertical, adjacent, complementary and/or supplementary and provide descriptions for these terms.
- 2.3 Draw quadrilaterals and triangles given information about specific ones.

Statistics, Data Analysis and Probability

- 1.0 Compute and analyze statistical measurements for data sets.
- 1.1 Compute the range, median and mode of data sets.
- 1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.
- 2.0 Use data samples of a population and describe the characteristics and limitations of the samples.
- 3.0 Determine theoretical and experimental probabilities and use these to make predictions about events.
- 3.1 Represent all possible outcomes for compound events in an organized way and express the theoretical probability of each outcome.
- 3.3 Represent probabilities as ratios, proportions and decimals between 0 and 1, and percents between 0 and 1, and check that probabilities computed are reasonable; know how this is related to the probability of an event not occurring.

Mathematical Reasoning

- 1.1 Analyze problems by identifying relationships, discriminating relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.
- 1.3 Determine when and how to break a problem into simpler parts.
- 2.2 Apply strategies and results from simpler problems to more complex problems.
- 2.4 Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning.
- 2.4 Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning.
- 2.5 Express the solutions clearly and logically using appropriate mathematical notation and terms and clear language and support solutions with evidence in both verbal and symbolic work.
- 2.7 Make precise calculations and check the validity of the results from the context of the problem.
- 3.1 Evaluate the reasonableness of the solution in the context of the original situation.
- 3.2 Note the method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems.

Science

The goal of the district's Science program is to assure that all students are scientifically literate. A scientifically-literate student is able to understand and use the scientific method as a problem-solving tool. He/She can use the knowledge gained in science to recognize cause and effect relationships and to further investigate solutions to personal, global, and ethical questions.

Science instruction in grades K-6 is based on the premise that the nature of science and the intellectual development of the student are closely related. The program builds on developing a student's natural curiosity about his/her surrounding environment. The instruction includes developmental and hands-on activities which emphasize both process skills and conceptual development of scientific knowledge. Instruction at all levels encourages the student to understand the link and interrelationship between the three science disciplines of Physical Science, Earth Science, and Life Science. Students study this interrelationship through the use of the following 3 unifying concepts:

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| Physical Science | Our physical world is governed by the properties and interactions of matter and energy. |
| Earth Science | The Earth, Solar System and Universe are a dynamic system undergoing continual change. |
| Life Science | All living things are diverse, interdependent, and constantly changing to adapt to their environment. |

During the school year sixth grade students will be working on all four strands covering topics such as:

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| Life Science | Multicellular organisms have particular tissues, organs and systems that perform specific life functions. |
| Earth Science | The Earth continues to be shaped by interacting forces. |
| Physical Science | Matter and energy are transported and transferred but not lost. |

Social Studies

The sixth-grade curriculum introduces students to those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization and Greece.

Sub-Topics of Instruction

- Early Humankind and the Development of Human Societies
- The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt
- The Foundation of Western Ideas: The Ancient Hebrews and Greeks

Health

Students in the sixth grade will participate in activities to develop understanding in the nine strands of the health curriculum. They will learn more about their immediate environment and how to apply their knowledge to every day living.

- Personal Health
 - Explain how a physically active lifestyle can contribute to personal health
 - Set personal goals for developing and/or maintaining physical fitness
- Consumer and Community Health
 - Illustrate ways to work with others to promote family and community health
 - Describe ways in which family members and community groups can assist each other in promoting positive health practices
- Injury Prevention and Safety
 - Demonstrate activities which promote bicycle, pedestrian, and skateboard/rollerblade safety
 - Demonstrate basic first aid
- Individual Growth and Development

- Develops self-esteem and positive interpersonal relationships
- Describes ways to cope with sadness and depression
- Tobacco, Alcohol, and Other Drugs
 - Interpret instructions on medicine container labels
 - Demonstrate how peers can help each other avoid situations involving alcohol, tobacco, or drugs
- Nutrition
 - Interpret information on a food label
 - Describe marketing techniques used to sell food products
 - Compare the costs of various foods and their nutritional value
- Communicable and Chronic Diseases
 - Explain why people with some diseases or disabilities may not be treated with compassion
 - Demonstrate care and concern toward people in the community and school who are ill or disabled
- Family Living
 - Describe ways that parents and/or adult family members differ in how they raise their children
 - Identify characteristics of responsible parenting
- Environmental Health
 - Explain reasons for conserving natural resources
 - Describe what people can do to promote a healthful and safe environment

Physical Education

Physical Education is provided for students in grades one through six for a total period of time of not less than 200 minutes each ten school days. During the school year students will:

- Observe, experience, and appreciate a wide variety of physical activities
- Use available school and community resources to promote lifelong participation in physical activity
- Practice safety during a physical activity
- Relate physical activity to everyday life and career
- Develop and maintain a high level of physical fitness
- Awareness of body/space relationships
- Develop appropriate social behaviors during planned physical activity
- Develop and maintain a positive self-image through planned physical activities
- Improve personal performance of movement activities