



Zion Lutheran School

Christ-Centered, Classical Education

SIXTH

GRADE

STANDARDS

6TH GRADE LANGUAGE ARTS STANDARDS

READING

6.1 *Sixth-grade students will acquire reading skills and fluency to gain information and ideas, while using strategies for constructing meaning that connect what is read to present understandings so as to build a strong foundation for growth as lifelong learners.*

6.1.1 Develop reading proficiency.

The student will be able to...

6.1.1.1 Apply decoding strategies to read unknown words.

6.1.1.2 Read narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

6.1.1.3 Adjust reading rate to support comprehension of text.

6.1.1.4 Evaluate reading progress, apply goal-setting strategies, and monitor progress in meeting goals.

6.1.2 Build an extensive vocabulary.

The student will be able to...

6.1.2.1 Distinguish denotative and connotative word meanings.

6.1.2.2 Identify word parts such as prefixes, suffixes, and root words.

6.1.2.3 Identify origins and meanings of frequently used foreign words in English, and use them accurately in speaking and writing.

6.1.2.4 Recognize and interpret figurative expressions, such as similes, metaphors, and words with multiple meanings.

6.1.2.5 Explain shades of meaning in related words.

6.1.2.6 Demonstrate the ability to effectively use the dictionary, thesaurus, and glossary.

6.1.2.7 Check expository text for unknown words or words with unusual meanings, using word, sentence, and paragraph clues.

6.1.3 Comprehend what is read.

The student will be able to...

6.1.3.1 Apply pre-reading strategies, setting a purpose and rate for reading.

6.1.3.2 Self-question, self-correct, infer, visualize, and predict and check by using a cuing system while reading.

6.1.3.3 Apply post-reading strategies, reflecting, analyzing, and drawing conclusions.

6.1.3.4 Analyze text that uses the compare-and-contrast organizational pattern.

6.1.3.5 Connect and clarify main ideas by identifying their relationships to others sources and topics.

6.1.3.6 Clarify understanding of texts by creating outlines, logical notes, summaries, or reports.

6.1.3.7 Study charts, graphs, maps, and displays to find information that helps clarify, explain, and connect concepts.

- 6.1.3.8 Identify major themes and supporting details.
 - 6.1.3.9 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
 - 6.1.3.10 Distinguish fact and opinion, giving examples from the text.
 - 6.1.3.11 Demonstrate understanding of a variety of texts (narrative, expository, technical, persuasive).
 - 6.1.3.12 Apply reading content to self and others.
- 6.1.4 Read for a purpose.

The student will be able to...

- 6.1.4.1 Locate and apply information in titles, tables of contents, and glossaries.
- 6.1.4.2 Describe structural features of popular media, and use the features to obtain information.
- 6.1.4.3 Follow multistep instructions for preparing applications (e.g., public library card, bank savings account).
- 6.1.4.4 Demonstrate an understanding of how to use various functional documents.
- 6.1.4.5 Read and follow multistep directions to complete a complex task.

- 6.1.5 Distinguish types of text.

The student will be able to...

- 6.1.5.1 Recognize text features of fiction, poetry, and drama.
- 6.1.5.2 Use details from the text to analyze the influence of setting on characters, plot, and resolution; explain cause and effect; identify point of view and mood; and identify the problem-solving processes of characters and the effectiveness of solutions.
- 6.1.5.3 Identify and explain figurative language, such as onomatopoeia and alliteration, in nonfiction text.
- 6.1.5.4 Examine content and structure of informational text across the subject areas.
- 6.1.5.5 Analyze text that is organized in sequential or chronological order.
- 6.1.5.6 Make reasonable assertions about a text through accurate supporting citations.
- 6.1.5.7 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
- 6.1.5.8 Recognize primary and secondary sources.

LITERATURE

6.2 *Sixth-grade students will understand and appreciate, as appropriate for their age, the structure and intent of literature, as well as techniques used to transmit ideas and evoke responses in ways that reflect cultures and eras, express creations of the human imagination, and connect with their own lives and experiences.*

- 6.2.1 Examine the content and structure of literary text.

The student will be able to...

- 6.2.1.1 Critically read to determine the author's purpose, point of view, tone, style, audience, and message.
 - 6.2.1.2 Identify elements of fiction, including setting, character, plot, conflict/resolution, cause/effect, theme, and tone.
 - 6.2.1.3 Analyze characters through identifying thoughts, words, actions, and narrator's description.
 - 6.2.1.4 Identify the forms of fiction and describe the major characteristics of each form.
 - 6.2.1.5 Explain the effects of common literary devices, such as symbolism, imagery, metaphor, simile, flashback, and foreshadowing in a variety of poetic, fictional, and nonfictional texts.
 - 6.2.1.6 Identify and explain archetypal patterns in various samples of literature.
 - 6.2.1.7 Differentiate between first- and third-person points of view, and explain how voice affects text.
- 6.2.2 Demonstrate the ability to understand and interpret grade-level literary text.

The student will be able to...

- 6.2.2.1 Explore various high-quality traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries.
 - 6.2.2.2 Analyze the effect of the qualities of a character on the plot and resolution of the conflict.
 - 6.2.2.3 Analyze the influence of setting on the problem and its resolution.
 - 6.2.2.4 Evaluate how the author's word choices and various techniques influence readers' moods or perspectives.
 - 6.2.2.5 Tell how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
 - 6.2.2.6 Relate a given literary work to historical events.
 - 6.2.2.7 Identify recurring literary themes, insights, or issues across texts.
 - 6.2.2.8 Read to increase knowledge of own culture, the culture of others, and common elements of cultures.
- 6.2.3 Listen to, read, and respond to a wide variety of literature of varying complexity.

The student will be able to...

- 6.2.3.1 Identify and analyze features of themes conveyed through characters, actions, and images.
- 6.2.3.2 Analyze a variety of literary works from various historical periods to identify similarities and differences.
- 6.2.3.3 Analyze the credibility of characterization and the degree to which a plot is contrived.
- 6.2.3.4 Distinguish emotional and logical arguments.
- 6.2.3.5 Listen, read, and speak to gain and share understanding of own culture, culture of others, and common elements of cultures.

WRITING

6.3 *Sixth-grade students will write clearly to convey an intended message and meaning aimed at a variety of audiences in assorted styles, applying standard grammar and syntax and making use of word-processing technologies.*

6.3.1 Demonstrate knowledge and proper use of language conventions, such as spelling, grammar, punctuation, capitalization, and penmanship.

The student will be able to...

6.3.1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

6.3.1.2 Use all eight parts of speech correctly and appropriately, including consistent verb tense, subject and verb agreement with simple and compound subjects, nominative case and objective case, possessive pronouns, and subject and verb agreement when interrupted by a phrase.

6.3.1.3 Correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.

6.3.1.4 Apply punctuation conventions correctly, including apostrophes, semicolons, commas, quotation marks, and parentheses; also, correctly capitalize proper nouns, form abbreviations, and use quotations.

6.3.1.5 Use correct format and punctuation in writing formal letters.

6.3.1.6 Spell frequently used grade-level words correctly.

6.3.1.7 Use a dictionary and other resources to verify spelling.

6.3.1.8 Use a variety of sentence structures with precise and vivid language.

6.3.1.9 Write legibly in cursive, and format handwritten and word-processed documents correctly.

6.3.1.10 Write with voice and language appropriate for audience and purpose.

6.3.1.11 Develop effective keyboarding skills.

6.3.2 Apply the steps of the writing process.

The student will be able to...

6.3.2.1 Talk with others about ideas for writing.

6.3.2.2 Select and use a graphic organizer to organize and plan writing.

6.3.2.3 Create informative reports by gathering material, formulating ideas based on gathered material, organizing information, editing for logical progression, and publishing.

6.3.2.4 Compose documents with appropriate formatting by using word-processing skills and principles of design.

6.3.2.5 Proofread using an editing checklist or set of rules or rubrics.

6.3.2.6 Set, implement, and monitor goals for writing improvement.

6.3.3 Compose well-organized and coherent writing for specific purposes and audiences.

The student will be able to...

6.3.3.1 Choose the form of writing (letter, poem, report, narrative) best suited to the author's purpose.

- 6.3.3.2 Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
 - 6.3.3.3 Apply the organizational features of electronic text (bulletin boards, databases, and keyword searches, e-mail addresses) to locate information.
 - 6.3.3.4 Support claims and statements with evidence.
 - 6.3.3.5 Vary word choices, language, and sentence structures to make writing interesting.
 - 6.3.3.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
 - 6.3.3.7 Publish in format, style, and tone appropriate for the audience and purpose.
- 6.3.4 Explore and use a variety of types of writing, such as narrative, expository, and persuasive texts.

The student will be able to...

- 6.3.4.1 Create narratives using the writing process.
 - 6.3.4.2 Generate expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).
 - 6.3.4.3 Write responses to literature.
 - 6.3.4.4 Write persuasive compositions using the writing process.
 - 6.3.4.5 Produce technical text using the writing process.
 - 6.3.4.6 Write in various forms, including poems, biographies, autobiographies, stories, plays, essays, journals, letters, directions, editorials, business communications, and reports.
- 6.3.5 Investigate topics of interest and importance, selecting appropriate media sources and research processes while demonstrating ethical use of materials.

The student will be able to...

- 6.3.5.1 Formulate questions to guide research.
- 6.3.5.2 Develop a research plan.
- 6.3.5.3 Use a variety of resources, including technology, to explore and verify information used in defining and investigating important issues and problems.
- 6.3.5.4 Take notes and organize data using various strategies.
- 6.3.5.5 Write research papers that have been developed using a systematic process to accomplish an informational, analytical, and practical purpose.
- 6.3.5.6 Cite quoted material and sources appropriately.
- 6.3.5.7 Define plagiarism.

SPEAKING, LISTENING, AND VIEWING (MEDIA LITERACY)

- 6.4 *Sixth-grade students will recognize and demonstrate the ability to use good speaking, listening, and viewing skills in sending, receiving, understanding, and evaluating messages.*
- 6.4.1 Communicate effectively using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose.

The student will be able to...

- 6.4.1.1 Listen for enjoyment, information, directions, or evaluation.
- 6.4.1.2 Demonstrate appropriate listening behaviors, showing respect for others.
- 6.4.1.3 Summarize and ask clarifying questions when receiving information.
- 6.4.1.4 Identify characteristics of an effective presentation.
- 6.4.1.5 Select a focus, an organizational structure, and a point of view, matching the purpose.
- 6.4.1.6 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 6.4.1.7 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 6.4.1.8 Deliver presentations to inform or persuade, using effective rate, volume, pitch, and tone to capture and retain audience interest.
- 6.4.1.9 Demonstrate use of nonverbal cues to convey a message.
- 6.4.1.10 Participate in discussions using effective speaking strategies.
- 6.4.1.11 Use figurative language techniques to create and comprehend meaning.
- 6.4.1.12 Demonstrate an understanding of how cultural differences and understanding affect communication.
- 6.4.1.13 Read expressively from a dramatic script.

- 6.4.2 Evaluate the significance, accuracy, and appropriateness of ideas presented in oral, visual, and multimedia communications.

The student will be able to...

- 6.4.2.1 Relate the speaker's verbal communication to the nonverbal message.
- 6.4.2.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 6.4.2.3 Analyze use of rhetorical devices (cadence, repetitive patterns, onomatopoeia) for intent and effect.
- 6.4.2.4 Identify persuasive and propaganda techniques used in television, and identify false and misleading information.
- 6.4.2.5 Make informed judgments about messages promoted in media.
- 6.4.2.6 Identify biases, stereotypes, and persuasive techniques in a nonprint message

LATIN

- 6.5 *Sixth-grade students will demonstrate a knowledge, understanding, and appreciation of the culture, norms, and language of Latin groups, making comparisons with those of their own cultural group.*

- 6.5.1 Use Latin to develop an understanding of customs, arts, literature, history, and geography associated with its use.

The student will be able to...

- 6.5.1.1 Research and report on the products of Rome and their use.
- 6.5.1.2 Use and interpret culturally appropriate verbal and nonverbal communication.
- 6.5.1.3 Discuss social practices, customs, and perspectives of Rome.
- 6.5.1.4 Investigate and simulate holidays observed by Rome.
- 6.5.1.5 Identify and describe well-known contributions of Rome.

- 6.5.1.6 Compare and contrast corresponding idiomatic expressions in English and Latin.
 - 6.5.1.7 Listen to and discuss music, sing songs and play games from Rome.
 - 6.5.1.8 Tell how understanding other languages and cultures promotes successful business and work relationships.
 - 6.5.1.9 Acquire information from professionals in careers in which a second language and cultural knowledge are useful.
- 6.5.2 Apply Latin to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

The student will be able to...

- 6.5.2.1 Participate in conversations and interviews, exchanging opinions about familiar topics in Latin.
- 6.5.2.2 Respond appropriately to directions in Latin.
- 6.5.2.3 Work cooperatively to explore careers relating to Latin.

6th GRADE MATHEMATICS STANDARDS

6.1 NUMERATION/NUMBER SENSE

- 6.1.1 *By the end of sixth grade, the students will demonstrate place value of whole numbers through the trillions and decimals through the millionths place.*
- 6.1.1.1 Read and write numerals, in digits and words, through the hundred trillions place and decimals to the hundred-millionths place.
 - 6.1.1.2 Order and compare whole numbers through the hundred trillions place and decimals to the millionths place using the symbols $<$, $>$, $=$.
 - 6.1.1.3 Round whole numbers to the nearest named place.
 - 6.1.1.4 Round mixed numbers and decimals to the nearest whole number.
- 6.1.2 *By the end of sixth grade, the students will write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.*
- 6.1.2.1 Write numbers in expanded notation.
 - 6.1.2.2 Change fractions to decimals and decimals to fractions.
 - 6.1.2.3 Change fractions to percents and percents to fractions.
- 6.1.3 *By the end of sixth grade, the students will use exponential expressions.*
- 6.1.3.1 Write numbers in expanded notation using powers of 10.
 - 6.1.3.2 Write and compare numbers in scientific notation.
- 6.1.4 *By the end of sixth grade, the students will describe and apply relationships between whole numbers, decimals, and fractions by order, comparison, and operation.*
- 6.1.4.1 Order and compare whole numbers, fractions, decimal, and mixed numbers using the symbols $<$, $>$, $=$.
 - 6.1.4.2 Illustrate mathematical concepts by making fact families in addition, subtraction, multiplication, and division.
 - 6.1.4.3 Change improper fractions to whole or mixed numbers.
 - 6.1.4.4 Read and draw number lines using whole numbers, decimals, fractions, and mixed numbers.
- 6.1.5 *By the end of sixth grade, the students will determine equivalences among fractions, decimals, and percents.*
- 6.1.5.1 Find equivalencies among fractions, decimal and percents.
 - 6.1.5.2 Solve word problems with appropriate equivalences.
- 6.1.6 *By the end of sixth grade, students will identify and display numbers including prime and composite, factors and multiples.*

- 6.1.6.1 Identify prime numbers.
- 6.1.6.2 List the factors and multiples of whole numbers.
- 6.1.6.3 Write the prime factorization of numbers and use it to reduce large fractions.
- 6.1.6.4 Find the greatest common factor and the least common multiple of numbers.

6.1.7 *By the end of sixth grade students will name and use the properties of operations.*

- 6.1.7.1 Add, subtract, multiply, or divide using the appropriate property.
- 6.1.7.2 Use the distributive property to simplify expressions.

6.2 COMPUTATION/ESTIMATION

6.2.1 *By the end of sixth grade, the students will estimate, add, subtract, multiply, and divide whole numbers and solve word problems.*

- 6.2.1.1 Multiply up to a four digit by a three-digit number.
- 6.2.1.2 Divide up to five digits by three-digit numbers.
- 6.2.1.3 Choose correct operation and solve word problems.

6.2.2 *By the end of sixth grade, the students will use the different mathematical operations to solve problems involving fractions, decimals, mixed numbers, and money.*

- 6.2.2.1 Add and subtract fractions and mixed numbers with like and different denominators.
- 6.2.2.2 Multiply and divide fractions and mixed numbers.
- 6.2.2.3 Simplify complex fractions.
- 6.2.2.4 Add, subtract, multiply, and divide decimals and money.
- 6.2.2.5 Add and subtract signed numbers.

6.2.3 *By the end of sixth grade, the students will use estimation as a quick way to get an approximate answer.*

- 6.2.3.1 Round mixed number, decimals, and fractions.
- 6.2.3.2 Mentally estimate the answer to addition, subtraction, multiplication, and division problems.

6.2.4 *By the end of sixth grade, the students will solve problems involving ratios, proportions, and percents.*

- 6.2.4.1 Write ratios and chances.
- 6.2.4.2 Use cross multiplication to solve proportions.
- 6.2.4.3 Find the percent of a number and the percent of chance.

6.3 MEASUREMENT

6.3.1 *By the end of sixth grade, the students will identify and measure units of measurement.*

6.3.1.1 Use units of time, temperature, length, with, and liquid measure and identify their abbreviations.

6.3.1.2 Measure angles with a protractor.

6.3.2 *By the end of sixth grade, the students will make conversions of measurement systems.*

6.3.2.1 Convert units within the English system.

6.3.2.2 Convert units within the metric system.

6.4 GEOMETRY/SPATIAL CONCEPTS

6.4.1 *By the end of sixth grade, the students will identify and measure angles.*

6.4.1.1 Illustrate and define angles.

6.4.1.2 Calculate unknown angle measures.

6.4.2 *By the end of sixth grade, the students will describe, classify, and draw polygons and solids.*

6.4.2.1 Describe and classify polygons.

6.4.2.2 Describe and classify solids.

6.4.3 *By the end of sixth grade, the students will find perimeter and area of polygons and volume of solids.*

6.4.3.1 Find the perimeter and area of polygons and the circumference of a circle.

6.4.3.2 Compute the area of triangles and quadrilaterals.

6.4.3.3 Calculate the area of complex figures.

6.4.3.4 Calculate the area of circles.

6.4.3.5 Find the volume of rectangular prisms.

6.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS

6.5.1 *By the end of sixth grade, the students will be able to organize and analyze data.*

6.5.1.1 Interpret graphs and tables.

6.5.1.2 Investigate and record patterns in a simple probability situation.

6.5.1.3 Find the average and the missing number when the average is given.

6.6 ALGEBRAIC CONCEPTS

6.6.1 *By the end of sixth grade, the students will solve equations.*

6.6.1.1 Write an equations for a given word problem.

6.6.1.2 Use letters, boxes, or other symbols to stand for any number in an addition, subtraction, multiplication, or division problem.

6.6.2 *By the end of sixth grade, the students will demonstrate knowledge of number lines and coordinate planes.*

6.6.2.1 Identify parts of a coordinate plane.

6.6.2.2 Graph points on a coordinate plane.

6.6.2.3 Add numbers on a number line.

6TH GRADE PHYSICAL EDUCATION CURRICULUM

MOVEMENT SKILLS

6.1 *Sixth-grade students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities, as well as the knowledge of movement concepts, principles, and strategies that apply to learning and performing physical activities.*

6.1.1 Movement Concepts

The student will be able to...

6.1.1.1 Do smooth, flowing sequences of stunts, tumbling, and rhythmic patterns and combine traveling, rolling, balancing, and transferring weight.

6.1.1.2 Describe a highly skilled athletic performance, explaining how movement qualities contribute to the aesthetic dimension of physical activity.

6.1.1.3 Explain the need to practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time, or practice in game like conditions.

6.1.1.4 Bring together relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

6.1.1.5 Play a lead-up or modified game using a combination of motor skills.

6.1.1.6 Design a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to others.

6.1.1.7 Demonstrate an understanding and appreciation for outdoor activities.

6.1.2 Body Management

The student will be able to...

6.1.2.1 Recognize that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills.

6.1.2.2 Demonstrate ability to react appropriately to the actions of an opponent in dynamic game or drill situations.

6.1.2.3 Demonstrate various tumbling maneuvers, evidencing appropriate form and safety procedures.

6.1.2.4 Explain how to deal with issues of frustration, anger, and anxiety.

6.1.3 Locomotor Movement

The student will be able to...

- 6.1.3.1 Do sequences combining traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.
- 6.1.3.2 Demonstrate loco motor skills in dynamic fitness, sport, and rhythmic activities.

6.1.4 Manipulative skills

The student will be able to...

- 6.1.4.1 Demonstrate how to throw an object accurately and with applied force, using underhand, overhand, and sidearm movement patterns, describing the role of the legs, shoulders, and forearm in a forearm pass.
- 6.1.4.2 Throw and catch a ball while being guarded by an opponent.
- 6.1.4.3 In a small group, keep an object in the air without catching it.
- 6.1.4.4 Demonstrate the ability to volley an object and to strike a ball continuously against the wall with a partner using the forearm pass.
- 6.1.4.5 Demonstrate the ability to strike an object consistently, using a body part and then using an implement, so that the object travels in the intended direction at the desired height.
- 6.1.4.6 Show how to dribble and pass a ball to a partner while being guarded.
- 6.1.4.7 Recognize the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 6.1.4.8 Demonstrate use of form, power, accuracy, and follow-through in performing movement skills.
- 6.1.4.9 Demonstrate the contrasting of a partner's movements.
- 6.1.4.10 Demonstrate how to enter, jump, and leave a long rope turned by others.
- 6.1.4.11 Show the ability to combine locomotor and manipulative skills in complex situations pivoting and throwing, twisting and striking, and running and catching.

6.1.5 Rhythmic Skills

The student will be able to...

- 6.1.5.1 Move to keep time with complex rhythmical patterns such as three-quarters time or six- eighths time.
- 6.1.5.2 Perform a jump-rope routine to music.
- 6.1.5.3 Demonstrate steps and then perform folk dances and line dances.
- 6.1.5.4 Create and perform musical routines.

PHYSICAL FITNESS FORLIFE

6.2 *Sixth-grade students will demonstrate knowledge of physical fitness concepts, principles, and strategies, and assess and maintain a level of physical fitness to improve health and performance.*

6.2.1 Fitness Concepts

The student will be able to...

- 6.2.1.1 Give the long-term benefits of regular, long-term physical activity.

- 6.2.1.2 Take part in moderate to vigorous physical activities for a sustained period of time on a regular basis.
- 6.2.1.3 Identify opportunities in school and community for participation in regular fitness activities.
- 6.2.1.4 Evaluate health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) using a scientifically based, health-related fitness assessment.
- 6.2.1.5 Develop goals for each of the components of health-related fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 6.2.1.6 Describe and use technological tools for measuring and monitoring fitness, including heart-rate monitors, skin-fold calipers, and impedance testing equipment.
- 6.2.1.7 Demonstrate safe and appropriate fitness practices.
- 6.2.1.8 Describe foods that contain protein, vitamins, and minerals that are key elements to optimal body function, and tell why dehydration impairs temperature regulation and physical and mental performance.
- 6.2.1.9 Describe the effects of substance abuse on personal health and performance.
- 6.2.1.10 Identify sources of information on skill improvement, fitness, and health such as books and technology.

6.2.2 Aerobic Capacity

The student will be able to...

- 6.2.2.1 Categorize activities as either aerobic or anaerobic and give the benefits of each.
- 6.2.2.2 Do moderate to vigorous physical activity a minimum of four days each week.
- 6.2.2.3 Describe methods and compare measurements of heart rate before, during, and after vigorous physical activity.

6.2.3 Muscle Strength and Endurance

The student will be able to...

- 6.2.3.1 Design a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 6.2.3.2 Demonstrate an understanding of basic principles of weight/resistance training and safety practices.
- 6.2.3.3 Establish and work to meet muscular strength and endurance goals.
- 6.2.3.4 Recognize and describe contraindicated exercises and their adverse effects on the body.
- 6.2.3.5 Assess and record changes in aerobic capacity and muscular strength, using scientifically based, health-related physical fitness assessments, meeting or exceeding minimum requirements.

6.2.4 Flexibility

The student will be able to...

- 6.2.4.1 Give the benefits of warm-up and cool down activities.

6.2.4.2 Do flexibility exercises that will stretch particular muscle areas for given physical activities.

6.2.5 Body Composition

The student will be able to...

6.2.5.1 Gather data and analyze food intake and calories consumed and energy expended through physical activity.

6.2.5.2 Explain the relationship between growth in height and weight and athletic performance.

6.2.5.3 Explain the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

6.2.5.4 Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to emulate

SELF-MANAGEMENT AND SOCIAL DEVELOPMENT

6.3 Sixth-grade students will demonstrate and apply knowledge of personal and sociological concepts, principles, and strategies that apply to learning and performing physical activities.

6.3.1 Self-Responsibility

The student will be able to...

6.3.1.1 Recognize basic rules for various sports, demonstrating a desire to abide by rules and evidencing respect for those in authority.

6.3.1.2 Demonstrate good sportsmanship.

6.3.1.3 Assume responsibility for individual improvement and a willingness to assume leadership responsibilities.

6.3.1.4 Differentiate between acts of physical courage and physically reckless acts and explain the key characteristics of each.

6.3.1.5 Behave in a safe and healthy manner when confronted with negative peer pressure during physical activity.

6.3.1.6 Explain fundamental components and strategies in net/wall, invasion, target, and fielding games.

6.3.2 Social Interaction

The student will be able to...

6.3.2.1 Demonstrate an understanding of the role of each participant in a cooperative physical activity.

6.3.2.2 Encourage others while participating together in physical activities and games.

6.3.2.3 Resolve problems and handle conflicts appropriately.

6.3.3 Group Dynamics

The student will be able to...

6.3.3.1 Demonstrate acceptance of successes and performance limitations of self and others, demonstrating respect and an attitude of caring.

6.3.3.2 Understand and appreciate sports and games popular among other cultures.

6TH GRADE RELIGION STANDARDS

By the end of Grade 6, students will be able to do the following:

- 6.1 Identify Jesus as the central character of the Bible.
- 6.2 Confess their faith in the promise of forgiveness, life, and salvation that Jesus gives with His body and blood.
- 6.3 Determine when and how to apply Law or Gospel in various situations.
- 6.4 Recognize that God's faithfulness to His covenant people is the unifying theme of all the historical books.
- 6.5 Identify and appreciate various themes and moods found in the poetry and wisdom literature of the Old Testament books of Job through Ecclesiastes.
- 6.6 Describe the themes found in the prophetic books in terms of Law and Gospel.
- 6.7 Identify the purpose and primary theme of each of the four gospels and Acts.
- 6.8 Recognize that through His Word God strengthens their faith in time of danger and testing.
- 6.9 Identify the work of the Holy Spirit in inspiring the biblical books and preserving Holy Scripture for them.
- 6.10 Confess that the Bible is divinely inspired, inerrant, and the infallible Word of God.
- 6.11 Recognize that Baptism's power to forgive sins and create faith comes from the Holy Spirit working through the Word of God that accompanies the water.
- 6.12 Use the power the Holy Spirit offers them through their Baptism daily to put to death their sinful selves and live God-pleasing lives.
- 6.13 Recognize the real presence of Christ's body and blood in, with, and under the bread and wine in the Lord's Supper.
- 6.14 Plan for their own personal devotional use of Scripture.
- 6.15 Explain that God offers all people peace through the forgiveness and salvation that Jesus won on the cross.
- 6.16 Regularly study God's Word so that their life-preserving faith might be strengthened.
- 6.17 Daily remember their Baptism as they repent of their sin and receive the full assurance of God's forgiveness.
- 6.18 Acknowledge that God seeks to redeem all people and values each person as one for whom Christ has died.
- 6.19 Describe Jesus' willingness to suffer humiliation, excruciating pain, and death at the hand of earthly rulers in order to earn our forgiveness, life, and salvation.
- 6.20 Identify key Scripture passages that affirm God's message of justification by grace through faith.
- 6.21 Acknowledge God's Word as the source and norm by which all matters of faith and Christian life should be measured.
- 6.22 Describe how cultural barriers can separate and hinder the sharing of the Gospel.
- 6.23 Seek opportunities to share their faith in Christ Jesus.

6TH GRADE SOCIAL STUDIES STANDARDS

GEOGRAPHY

6.1 *Sixth-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of all the Earth's resources.*

6.1.1 Skill in using geographical tools helps people understand the world from a spatial perspective.

The student will be able to...

6.1.1.1 Use a variety of map projections in geographic and historical studies.

6.1.1.2 Construct and interpret maps using directions, grid systems, legends, boundary lines, political units, and scales to inform discussions of historical and current events.

6.1.1.3 Construct a sketch map of the world from memory.

6.1.1.4 Describe how the major regions of the world are interconnected through physical processes such as wind and/or ocean currents.

6.1.1.5 Use the global system of time zones to identify locations and compare times around the world.

6.1.1.6 On a map locate all states, major cities, mountain ranges, and river systems of the United States.

6.1.1.7 Relate the location of mountain ranges and river systems to the development of the United States.

6.1.1.8 Locate the climate regions of the United States on a map, and explain the characteristics of each.

6.1.1.9 Recognize the physical processes behind natural hazards, and identify areas where the hazards are likely to occur.

6.1.1.10 Tell how natural environmental disasters have changed the physical and cultural features of the landscape of a place or region in the United States.

6.1.1.11 Develop the skill to find information using traditional and electronic resources. Use these resources to make and interpret maps, graphs, and tables.

6.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).

The student will be able to...

6.1.2.1 Locate and describe the major cultural, economic, political, ecological, and environmental features of Africa, Europe, Asia, Australia, and North and South America and the processes that created them.

6.1.2.2 Use both traditional and electronic means to describe the world's major patterns of population growth and settlement, its physical features, ecosystems, and cultures.

6.1.2.3 Compare the major world regions with regard to cultures, religions, economies, government systems, environments, gender roles, traditions, and communications.

6.1.2.4 Recognize the effects on environment from the dispersion of European colonists in North America after A.D. 1500.

- 6.1.2.5 Describe the changes in boundaries, distribution of population, and economic activities at critical stages of development in the eighteenth and nineteenth centuries in the United States.
 - 6.1.2.6 Tell how the immigrant influx of the eighteenth and nineteenth centuries has affected the American way of life.
 - 6.1.2.7 Explain the push-pull factors relating to the population movements of the past.
 - 6.1.2.8 Map major human relocation movements of the past, describing changes resulting from those movements, such as changes in religion and language.
 - 6.1.2.9 Describe the demographic change in distribution and the resulting effects on the environment after a significant migration in United States history.
 - 6.1.2.10 Use information technology such as Geographic Information Systems (GIS) to gather information on how people have changed the environment during the history of the United States.
 - 6.1.2.11 Compare the effects of various geographic factors on major historical and contemporary events in the United States.
 - 6.1.2.12 Explain the relationship between the natural environment and a variety of human activities.
 - 6.1.2.13 Relate the advancements in transportation systems that contributed to the growth, development, and urbanization of the United States.
 - 6.1.2.14 Contrast the ways people live and earn a living in various regions around the world.
 - 6.1.2.15 Compare patterns of land use and settlement of populations in a number of world regions.
 - 6.1.2.16 Analyze the geographic reasons for division and/or cooperation among peoples.
 - 6.1.2.17 Explain the locations of types of ecosystems and discuss their impact on populations.
 - 6.1.2.18 Give examples of boundaries that were created by governments using natural features and lines of longitude and latitude.
- 6.1.3 Understanding the damage that results from mismanagement of our natural resources and the failure to appropriately care for our environment, responsible people practice good stewardship of the Earth and its resources.

The student will be able to...

- 6.1.3.1 Describe the processes that build up the land and the processes that erode it.
- 6.1.3.2 Locate and describe the ecosystems, resources, and human/environment interaction between major world regions.
- 6.1.3.3 Identify the factors (e.g., climate, erosion, water cycle, and living things) that influence the major ecosystems of our planet.
- 6.1.3.4 Explain the type of land use associated with agricultural regions of the United States.
- 6.1.3.5 Map the distribution of natural resources in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved west.
- 6.1.3.6 Tell how technological advancements led to rapid industrialization.
- 6.1.3.7 Describe how industrialization and urbanization have changed life and affected the environment in the United States.
- 6.1.3.8 Explain the environmental impact of urbanization, suburbanization, and the depopulation of rural areas.

- 6.1.3.9 Rank natural hazards according to the degree of impact on people and the physical environment.
 - 6.1.3.10 Describe the patterns of natural resource distribution in various regions of the United States and the world.
 - 6.1.3.11 Identify the environmental effects of the Colombian Exchange.
 - 6.1.3.12 Tell how human modification of the environment has affected the United States.
 - 6.1.3.13 Contrast the consequences of human/environment interactions in several different types of environment.
 - 6.1.3.14 Explain the economic and political connections between the United States and other nations and the causes and consequences of these connections.
- 6.1.4 Geographical knowledge helps people interpret the past, understand the present, and plan for the future (Uses of Geography).

The student will be able to...

- 6.1.4.1 Construct maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids) and interpret them to others in the discussion of an issue.
- 6.1.4.2 Discuss the geographic aspects of major world developments.
- 6.1.4.3 Use case studies to illustrate the interdependence of major world regions.
- 6.1.4.4 Form questions regarding public policy issues and their related ethical, definitional, and factual issues.
- 6.1.4.5 Incorporate geographical insights into discussions of national and international policy issues.
- 6.1.4.6 Analyze geographical factors that influence cultural change.
- 6.1.4.7 Tell how culture and experiences help shape the positions people take on an issue.
- 6.1.4.8 Identify the global implications of regional activities.
- 6.1.4.9 Read and interpret information from a topographical map of the United States to contribute to a discussion of a current issue.
- 6.1.4.10 Provide the history of a public issue in the United States.
- 6.1.4.11 Use the five themes of geography (Place, Region, Human Environment Interaction, Location, Movement) as a guide to analyzing issues and acting to solve public problems.
- 6.1.4.12 Ask and answer a question about a culture, world region, or international problem.
- 6.1.4.13 Defend a particular point of view regarding an issue or event.
- 6.1.4.14 Tell how legacies of the past affect the human geography of the present.
- 6.1.4.15 Employ a problem-solving strategy to resolve a conflict with others.
- 6.1.4.16 Differentiate between primary and secondary source materials.
- 6.1.4.17 Identify bias in written, oral, or visual material.
- 6.1.4.18 Evaluate the validity of a source.
- 6.1.4.19 Predict how technology might affect the geographic issues of the future.
- 6.1.4.20 Predict the potential results of the continued moving of the Earth's tectonic plates.
- 6.1.4.21 Use primary, secondary, and electronic technology resources to locate, organize, and interpret information and make maps, graphs, tables, and reports about the natural environment as it affects cultures and countries.

- 6.1.4.22 Develop and complete a research project that poses a question in the social sciences. Gather and analyze information, construct and support an answer to the question posed, report the results of your research, and propose alternative solutions.

UNITED STATES HISTORY

- 6.2 *Sixth-grade students will have the opportunity to develop their knowledge of the history of the United States and to grow in their ability to understand and use the skills necessary to apply the lessons learned from history in their everyday lives.*

Historical Knowledge

- 6.2.1 By developing research skills and learning to interpret and analyze primary and secondary resources, students will develop an understanding of the history of the United States.

The student will be able to...

- 6.2.1.1 Identify and describe the major American Indian groups of your region and how they conflicted with European settlers.
- 6.2.1.2 Explain the significance of each of the following dates: 1607, 1776, 1787, 1803, and 1861–1865.
- 6.2.1.3 Give the political, economic, and social reasons for the European exploration and colonization of the Americas.
- 6.2.1.4 Contrast the British, French, Spanish, and Dutch in their colonization efforts and struggle for control of North America during the Colonial period. Describe the impact of these cultures on present-day North America.
- 6.2.1.5 Describe the significance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.
- 6.2.1.6 Explain the causes, effects, and significance of the French and Indian War (1754–1763) and the resistance against the British imperial rule by the American colonists (1761–1775).
- 6.2.1.7 Explain the growth of the movement toward representative government during the Colonial period.
- 6.2.1.8 Tell how religion (e.g., the Great Awakening) contributed to the growth of the representative movement in the American colonies.
- 6.2.1.9 Identify the fundamental principles expressed in the Declaration of Independence (1776).
- 6.2.1.10 Explain the causes and effects of the Revolutionary War (1775–1783), including the enactment of the Articles of Confederation and the Treaty of Paris.
- 6.2.1.11 Describe the role of each of the following individuals in the American Revolution: Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, Marquis de Lafayette, Thomas Paine, and George Washington.
- 6.2.1.12 Describe the role of each of the following events associated with the American

Revolution: declaring independence; writing the Articles of Confederation; fighting at Lexington and Concord, Saratoga, and Yorktown; and the signing of the Treaty of Paris.

- 6.2.1.13 Describe how the American Revolution affected other nations, especially France.
- 6.2.1.14 Recognize the significant issues discussed at the Philadelphia Convention of 1787.
- 6.2.1.15 Tell how the Northwest Ordinance stimulated westward expansion.
- 6.2.1.16 Recognize our nation's founding on a blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
- 6.2.1.17 Identify the reasons for the establishment of a strong union among the thirteen colonies and the establishment of the United States as a federal republic.
- 6.2.1.18 Identify the causes, key events and personalities, and effects of major developments in the history of the United States.
- 6.2.1.19 Illustrate how art in America reflected developments in United States history.
- 6.2.1.20 Express the significance of events that tested the new nation, such as Shay's Rebellion and the Whiskey Rebellion.
- 6.2.1.21 Describe the First and Second Congresses of the United States and the initial attempts to implement the federal government under the Constitution.
- 6.2.1.22 Explain the origin and development of the first political parties—the Federalists and the Democratic Republicans (1793–1801).
- 6.2.1.23 Explain the significance of the election of 1800 and the transfer of political power to the Democratic-Republican Party of the new president, Thomas Jefferson (1801).
- 6.2.1.24 Identify the major domestic problems faced by the new republic, such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government.
- 6.2.1.25 Recognize the various perspectives on the issues of protective tariffs, taxation, and the banking system in the early years of the United States.
- 6.2.1.26 Trace the political divisions, territorial expansions, and foreign policies of Presidents Washington through Monroe.
- 6.2.1.27 Describe and give the significance of the Louisiana Purchase (1803) and the Lewis and Clark Expedition (1803–1806).
- 6.2.1.28 Describe and give the significance of the following Supreme Court cases: *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), and *Gibbons v. Ogden* (1824).
- 6.2.1.29 Describe significant events in and contributions of individuals to the development of the Supreme Court of the United States and its judicial history.
- 6.2.1.30 Give the political and economic causes and consequences of the War of 1812.
- 6.2.1.31 Identify the international problems that led to the Monroe Doctrine (1823) and assess its consequences.
- 6.2.1.32 Describe manifest destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and the territorial acquisition resulting from the Mexican War (1846–1848).
- 6.2.1.33 Describe the locations, cultural traditions, and attitudes toward slavery associated with Mexican settlements.
- 6.2.1.34 Examine the Mexican-American War and the Texas War for Independence and the consequences of these conflicts.

- 6.2.1.35 Explain the impact of the California gold rush (1849) on the westward expansion of the United States.
- 6.2.1.36 Use historical biographies to explain the influence of individuals on the key events and developments of the early United States (e.g., Thomas Jefferson, Robert Fulton, Meriwether Lewis, William Clark, Sacajawea, Daniel Boone, Little Turtle, Tecumseh, Black Hawk, John Marshall, James and Dolley Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, and Lucretia Mott).
- 6.2.1.37 Explain the development of the agrarian economy in the South, including the significance of cotton and the cotton gin.
- 6.2.1.38 Trace the growth and development of slavery and its influence on the religion, economy, and culture of the South.
- 6.2.1.39 Identify and describe the leaders in the movement to end slavery (e.g., John Q. Adams, Harriet Tubman, William Lloyd Garrison, Frederick Douglass).
- 6.2.1.40 Recognize the abolition of slavery in early state constitutions.
- 6.2.1.41 Identify the provision for education and the limits of slavery in the Northwest Ordinance.
- 6.2.1.42 Recognize the relevance of the annexation of Texas and of California's admission to the union as a free state under the Compromise of 1850 to the issue of slavery.
- 6.2.1.43 Evaluate the significance of the States' Rights Doctrine, the Missouri Compromise of 1820, the Missouri Compromise of 1850, the Kansas-Nebraska Act of 1854, the Dred Scott decision of 1857, and the Lincoln-Douglass debates of 1858.
- 6.2.1.44 Explain the conflicts regarding state and federal authority as emphasized in the perspectives provided by Daniel Webster and John C. Calhoun.
- 6.2.1.45 Identify the economic and geographical differences between the North and the South.
- 6.2.1.46 Describe political, economic, and social factors affecting slaves and free blacks.
- 6.2.1.47 Recognize and explain the significance of the key events of the Civil War (1861–1865), including the firing on Fort Sumter; the battles of Antietam, Vicksburg, and Gettysburg; the Emancipation Proclamation and Gettysburg Address; the assassination of President Lincoln; and Lee's surrender at Appomattox Court House.
- 6.2.1.48 Describe Lincoln's ideas about liberty, equality, union, and government as outlined in his first and second inaugural addresses and in the Gettysburg Address.
- 6.2.1.49 Recognize the contribution black soldiers made during the Civil War.
- 6.2.1.50 Recognize the plight of the free blacks after the Civil War and the laws that limited their freedoms and economic opportunities.
- 6.2.1.51 List the accomplishments of free blacks following the Civil War.
- 6.2.1.52 Identify and describe the activities of the Ku Klux Klan.
- 6.2.1.53 Use historical biographies to describe the influence of key individuals on political and social events and movements preceding, during, and after the Civil War (e.g., Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Roger Taney, Stephen A. Douglas, Abraham Lincoln, Frederick Douglass, John Brown, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Andrew Johnson, Thaddeus Stevens, Susan B. Anthony, Sitting Bull, Crazy Horse, and Chief Joseph).
- 6.2.1.54 Describe the economic and social problems faced by the South during Reconstruction.

- 6.2.1.55 Evaluate the policies and practices associated with the Reconstruction and the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments.
- 6.2.1.56 Examine the effects of industrialization and technology on a region, including the resulting changes in the landscape.
- 6.2.1.57 Describe the conflicts between the Indians and the settlers of the Great Plains.
- 6.2.1.58 Explain the role of pioneer women and the new status achieved by the women of the West.
- 6.2.1.59 Identify the significance of water rights in the settlement of the West.
- 6.2.1.60 Describe physical obstacles and the economic and political factors involved in building canals and railroads.
- 6.2.1.61 Explain the causes and effects of the great immigration movements from Europe to the United States in the middle and later years of the nineteenth century.
- 6.2.1.62 Tell how the state and federal governments encouraged the growth and expansion of businesses through tariffs, grants, and subsidies.
- 6.2.1.63 Explain the role of entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Carnegie, Rockefeller).
- 6.2.1.64 Examine the response of Americans to significant issues in American life (e.g., industrialization, urbanization, women's suffrage, rise of organized labor, the civil rights movement, outsourcing of jobs, terrorism, and similar issues).
- 6.2.1.65 Describe the effects of urbanization, renewed immigration, and industrialization.
- 6.2.1.66 Discuss the labor union movement in light of issues such as child labor, working conditions, and a laissez-faire attitude toward big business.
- 6.2.1.67 Identify the characteristics and effects of Grangerism and Populism.
- 6.2.1.68 Recognize significant inventors and their contribution to an improved quality of life (e.g., Edison, Bell, the Wright Brothers).

Historical Skills

- 6.2.2 As students study history they will develop skills necessary for clear analysis and reasoned problem-solving.

The student will be able to...

- 6.2.2.1 Identify and describe the major eras in the history of the United States.
- 6.2.2.2 Sequence events in United States history using absolute and relative chronology.
- 6.2.2.3 Place significant events from American history on a timeline in correct sequence.
- 6.2.2.4 Construct and interpret a multi-tiered timeline to compare United States history with the history of other regions of the world.
- 6.2.2.5 Analyze primary and secondary source materials in order to answer questions regarding aspects of American history.
- 6.2.2.6 Differentiate between fact and opinion in historical resources.
- 6.2.2.7 Identify the point of view and possible inconsistencies presented in a primary source document.
- 6.2.2.8 Use primary and secondary sources to prepare a report on some aspect of the history of your state or region.
- 6.2.2.9 Analyze the value of posed and candid photographs as primary sources.

- 6.2.2.10 Give an example of how people's perceptions regarding a historic event have changed over time.
- 6.2.2.11 Examine the cause of problems in the past and evaluate solutions chosen as well as possible alternative courses of action.
- 6.2.2.12 Describe decisions made a century ago and how they affect life in the United States today.
- 6.2.2.13 Evaluate historic decisions in the light of democratic values.
- 6.2.2.14 Describe incidents of persecution, discrimination, and crimes against humanity from United States history and from current events.
- 6.2.2.15 Identify positive and negative reactions to persecution, discrimination, and crimes against humanity.
- 6.2.2.16 Explain the concept of a historical watershed event.
- 6.2.2.17 Write a historical narrative about the history of your state or region.
- 6.2.2.18 Provide an oral report summarizing graphic data about your state or region.
- 6.2.2.19 Report on current events.
- 6.2.2.20 Trace the historic causes of a contemporary event in Canada, Latin America, and Europe.

SOCIETY AND CULTURE

6.3 *Sixth-grade students will have the opportunity to develop social and cultural knowledge and to appreciate all people.*

6.3.1 Individuals and groups cooperate to meet needs.

The student will be able to...

- 6.3.1.1 Define global community.
 - 6.3.1.2 Develop a historical essay discussing the disparity between an American ideal and an actual practice and propose ways to reduce or eliminate the disparity.
 - 6.3.1.3 Tell how the media influences social norms.
 - 6.3.1.4 Explain the role of religious freedom in the United States.
- 6.3.2 Individuals and groups deal with conflict and change as they interact with each other.
- The student will be able to...*
- 6.3.2.1 Describe the key ideas of the Second Great Awakening and their relationship to the social reform movements of the 1800s.
 - 6.3.2.2 Trace the changing roles and status of men, women, and children from the Colonial period through the nineteenth century.
 - 6.3.2.3 Describe the importance of people's customs and traditions during the historical development of a geographic region during the Colonial and frontier periods and the nineteenth century.
 - 6.3.2.4 Describe family life of select groups of people during the Colonial and frontier periods of the nineteenth century.
 - 6.3.2.5 Explain the concepts of work ethic, philanthropy, volunteerism, and concern for the common good as important aspects of American society in the eighteenth and nineteenth centuries.

- 6.3.2.6 Trace the American educational system from 1830 to 1850, including the work of Horace Mann, and describe the differences in educational opportunities afforded to girls and women, African Americans, and students in rural areas.
- 6.3.2.7 Differentiate between the ways of life in the northern and southern states in the early years of the United States, including the growth of cities and towns in the North and the growing dependence on slavery in the South.
- 6.3.2.8 Tell how immigration affected American culture in the decades before and after the Civil War.
- 6.3.2.9 Trace the development of the abolitionist movement.
- 6.3.2.10 Describe the changing role of women in the mid-nineteenth century and examine possible causes for these changes.
- 6.3.2.11 Analyze the women's suffrage movement using the biographies, writings, and speeches of Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony.
- 6.3.2.12 Relate urbanization and conflicts resulting from differences in religion, social class, and political beliefs.
- 6.3.2.13 Analyze and evaluate the quality of interactions among individuals and groups from various ethnic, racial, and religious backgrounds.
- 6.3.2.14 Explain ways conflicts between people from various racial, ethnic, and religious groups can be resolved.
- 6.3.2.15 Tell how women have contributed to American society socially, economically, and politically.
- 6.3.2.16 Explain and give examples of how interaction among people facilitates social change.
- 6.3.2.17 Tell how social institutions affect groups and organizations such as minority associations, schools, and churches to preserve, transmit, and change culture.
- 6.3.2.18 Relate religion to immigration and social movements with special reference to the impact of the First and Second Great Awakenings.
- 6.3.2.19 Explain the impact of the First Amendment on the religious freedom present in the American way of life.
- 6.3.2.20 Analyze the impact of reform movements, including public education, temperance, women's rights, prison reform, and care of the disabled.
- 6.3.2.21 Give the consequences of discrimination past and present.
- 6.3.2.22 Explain the impact of mass migrations of people upon the political, economic, social, and environmental aspects of a world region.
- 6.3.2.23 Locate and describe the diverse places, cultures, and communities of major world regions.
- 6.3.2.24 Analyze current world issues from a variety of perspectives.
- 6.3.2.25 Identify the impact of significant individuals and people on world social history.
- 6.3.3 Individuals and groups develop arts and innovations that reflect their culture and the historical period.

The student will be able to...

- 6.3.3.1 Identify the beliefs of Ralph Waldo Emerson and Henry David Thoreau regarding the role of individuals in society.
- 6.3.3.2 Identify transcendentalism and individualism in American art and literature (e.g., writings by Emerson, Thoreau, Melville, Alcott, Hawthorne, and Longfellow).

- 6.3.3.3 Identify the elements of American art, literature, and music that convey universal themes.
 - 6.3.3.4 Use information resources to give examples of traditional arts, fine arts, music, and literature that reflect the ideals of American democracy in various historical periods.
 - 6.3.3.5 Read great literary works to identify the contributions of key authors and artists in nineteenth-century American art and literature, including Louisa May Alcott, John James Audubon, George Caleb Bingham, George Catlin, Emily Dickinson, Frederick Douglass, Washington Irving, Alfred Jacob Miller, Edgar Allan Poe, and Walt Whitman.
 - 6.3.3.6 Explain changes in recreation and entertainment in the nineteenth century, including a growing interest in sports, and relate these changes to urbanization and technological developments.
 - 6.3.3.7 Identify the technological advancements that brought change to cultural life in the nineteenth century, such as the use of photography, the invention of the telegraph (1844), and the invention of the telephone (1876).
 - 6.3.3.8 Describe the effects of technological and scientific advancements such as the steamboat, the cotton gin, and the Bessemer steel process.
 - 6.3.3.9 Give examples of the work of artists around the world that reflect social issues.
 - 6.3.3.10 Predict how technology is likely to impact culture in the future.
- 6.3.4. People of various ethnic groups enrich society as they follow their customs and celebrate their heritage.

The student will be able to...

- 6.3.4.1 Tell how the ideals of our nation's founders have influenced the development of a multicultural society in the United States.
- 6.3.4.2 Tell why various racial, ethnic, and religious groups immigrated to the United States.
- 6.3.4.3 Tell how various racial, ethnic, and religious groups have contributed to the nation's identity.
- 6.3.4.4 Describe the art, music, literature, drama, and other cultural activities associated with life in America.
- 6.3.4.5 Define and give examples of cultural exchange.
- 6.3.4.6 Identify and compare the languages, religions, belief systems, ways of earning a living, gender roles, and traditions of major world cultures. Analyze how these world cultures have influenced the history and culture of the United States.

CITIZENSHIP AND GOVERNMENT

- 6.4 *Sixth-grade students will have the opportunity to develop their knowledge of forms of governance and to understand their responsibilities as citizens.*
- 6.4.1 As they are designed and organized, governments function to protect the citizenry, to provide for their collective needs, and to promote the common good.

The student will be able to...

- 6.4.1.1 Explain why governments are instituted and how people influence governments.
- 6.4.1.2 Compare and contrast monarchies, dictatorships, and democracies.

- 6.4.1.3 Using case studies, analyze the consequences of exercising or denying human rights and individual responsibility.
- 6.4.1.4 Identify the concepts of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, representative democracy, rule of law, and individual rights as expressed in the Constitution.
- 6.4.1.5 Identify common political trends in the Eastern and Western hemispheres after A.D. 1500.
- 6.4.1.6 Identify the root political causes of European exploration and expansion in the Eastern and Western hemispheres.
- 6.4.1.7 Describe the differences between the Federalist and Anti-Federalist perspectives as explained by Alexander Hamilton, Patrick Henry, James Madison, and George Mason.
- 6.4.1.8 Recognize significant contributions individuals have made to worldwide political thought (e.g., Locke, Burke, Marx).
- 6.4.1.9 Analyze issues arising over states' rights, including the Nullification Crisis and the Civil War.
- 6.4.1.10 Explain the significance famous speeches have had in expressing our nation's ideals (e.g., Washington's Farewell Address, Jefferson's Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
- 6.4.1.11 Study biographies to explain how events and individuals shaped the course of United States history.
- 6.4.1.12 Recognize disparities between American ideals and realities and suggest ways to reduce them.
- 6.4.1.13 Explain the positive and negative aspects of majority rule.
- 6.4.1.14 Describe a historical event in which compromise led to a peaceful solution to a problem.
- 6.4.1.15 Tell why the freedoms of press and speech are important to a democratic society.
- 6.4.1.16 Identify the different points of view of political parties on important historical and contemporary issues.
- 6.4.1.17 Predict how technology might affect the functioning of political parties.
- 6.4.1.18 Explain the process by which local, state, and national elections take place and ways citizens participate in the democratic process.
- 6.4.1.19 Analyze the various ways voters receive information needed to evaluate candidates running for public office.
- 6.4.1.20 Tell how voting barriers have been removed to provide for greater participation in the democratic process.
- 6.4.1.21 Differentiate between the unitary, federal, and confederate forms of government.
- 6.4.1.22 Explain the role and responsibilities of the executive, legislative, and judicial branches of government.
- 6.4.1.23 Describe the powers and responsibilities of the members of the House of Representatives and the Senate of the United States Congress.
- 6.4.1.24 Analyze the functions of the national government as they influence the lives of people, including purchasing and distributing public goods and services, financing government through taxation, conducting foreign policy, and providing for protection and defense.
- 6.4.1.25 Distinguish between the roles and functions of the state and national governments.

- 6.4.1.26 Explain the powers, limitations, and responsibilities of state and federal government.
- 6.4.1.27 Differentiate between programs and services provided at local, state, and national levels.
- 6.4.1.28 Compare the advantages of a bicameral legislature (two house) with those of a unicameral (one house) legislature.
- 6.4.1.29 Use case studies and other research to explain how United States foreign policy is developed, and identify the factors that influence foreign policy.
- 6.4.1.30 Evaluate United States foreign policy decisions and how these decisions affect other nations.
- 6.4.1.31 Identify and describe the various ways the United States has worked to resolve conflicts with other nations.
- 6.4.1.32 Explain changes in the way the United States relates and deals with certain nations over time.
- 6.4.1.33 Give an example of a situation in which American diplomacy might favor one nation over another.
- 6.4.1.34 Research and critique a United States government policy.
- 6.4.1.35 Tell how technology may impact foreign policy decision making.
- 6.4.1.36 Identify the contributions of significant events and individuals to the diplomatic history of the United States.
- 6.4.1.37 Describe reasons the United States chooses to participate in international organizations.
- 6.4.1.38 Discuss and propose solutions to national or international problems.

6.4.2 The principles, purposes, and ideals upon which the United States was founded provide freedoms, rights, and responsibilities.

The student will be able to...

- 6.4.2.1 Tell how the following historic documents contributed to the United States system of government: the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected Anti-Federalist writings.
- 6.4.2.2 Tell how the ideals expressed in the Declaration of Independence set the foundation for civic life, politics, and government in the United States.
- 6.4.2.3 Describe the strengths and weaknesses of the Articles of Confederation.
- 6.4.2.4 Identify and explain essential ideas of constitutional government as expressed in the founding documents such as the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U. S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Washington's Farewell Address (1796), and Jefferson's First Inaugural Address (1801).
- 6.4.2.5 Tell how the grievances expressed in the Declaration of Independence were addressed in the Constitution and the Bill of Rights.
- 6.4.2.6 Identify the ways in which the state constitutions between 1771 and 1781 helped shape our nation's political institutions and ideas.
- 6.4.2.7 Explain how the Ordinances of 1785 and 1787 provided for the transfer of federal lands into private holdings, townships, and states.
- 6.4.2.8 Explain the process by which the United States Constitution can be changed.

- 6.4.2.9 Tell why no state constitution can violate the United States Constitution.
 - 6.4.2.10 Explain the ideas in Jefferson’s Statute for Religious Freedom, a forerunner of the First Amendment, and the views of other founding fathers on the idea of separation of church and state.
 - 6.4.2.11 Explain the advantages of a common market among the states as foreseen in and protected by the Constitution.
 - 6.4.2.12 Tell how the Constitution allows for the political process to monitor and influence government.
 - 6.4.2.13 Describe the changes brought by the Thirteenth, Fourteenth, and Fifteenth Amendments.
 - 6.4.2.14 Summarize the development of the Supreme Court of the United States.
 - 6.4.2.15 Explain the origins of and the purpose for judicial review.
 - 6.4.2.16 Recognize the impact of individuals and groups on the judicial history of the United States.
 - 6.4.2.17 Describe the impact of selected landmark Supreme Court decisions, including *Dred Scott v. Sandford*, on life in the United States as these decisions define, expand, and limit individual rights.
 - 6.4.2.18 Explain unalienable rights and the rights guaranteed in the Bill of Rights; develop arguments for expanding or limiting these rights and protections.
 - 6.4.2.19 Argue for or against expanding freedoms and protection for citizens as outlined in the Bill of Rights.
 - 6.4.2.20 Study Henry David Thoreau’s refusal to pay a tax to evaluate reasons supporting civil disobedience.
 - 6.4.2.21 Explain and take a stand on issues in which fundamental values and principles related to the Constitution of the United States are in conflict.
 - 6.4.2.22 Use laws and rules to evaluate student conduct and the conduct of others.
- 6.4.3 Citizens in a free society have the right and responsibility to uphold, support, and participate in the democratic process.

The student will be able to...

- 6.4.3.1 Describe the rights and responsibilities of a citizen of the United States.
- 6.4.3.2 Explain the difference between a subject and a citizen.
- 6.4.3.3 Differentiate among the rights and responsibilities of the individual within the family, social groups, community, and nation.
- 6.4.3.4 Identify behaviors associated with responsible citizenship, including obeying rules and laws, voting, and serving on juries.
- 6.4.3.5 Explain national identity as expressed in the rights and responsibilities of United States citizens.
- 6.4.3.6 Research and defend a position on a current issue involving constitutional protection of an individual right.
- 6.4.3.7 Tell how people become citizens of the United States.
- 6.4.3.8 Describe the founding fathers as examples of civic virtue.
- 6.4.3.9 Explain the concepts of good character and personal virtue.
- 6.4.3.10 Identify figures from United States history who provide positive and negative examples of good character and personal virtue.

- 6.4.3.11 Recognize and apply core democratic values.
- 6.4.3.12 Judge historic decisions in the light of the core democratic values.
- 6.4.3.13 Study the significant influence of individuals on social and political developments and institutions, including influence through lobbying, voting, protesting, and revolution.
- 6.4.3.14 Tell about the efforts of an individual, group, or media outlet to influence current or public policy in their community, state, or nation.
- 6.4.3.15 Tell why the participation by citizens in voluntary civil associations and nongovernmental organizations that comprise civil society is important and helpful.
- 6.4.3.16 Use case studies to analyze the influence of social institutions and the media on behavior.
- 6.4.3.17 Poll individuals on a significant issue, and predict the outcome of a decision-making process.
- 6.4.3.18 Write a letter to the editor defending or opposing a local, state, or federal governmental action or policy.
- 6.4.3.19 Learn to state public policy issues as questions with ethical, definitional, and factual aspects.
- 6.4.3.20 Following rules of respectful group discussion, engage in conversations about public policy issues in an effort to clarify and resolve them.
- 6.4.3.21 Participate in activities that are intended to ethically resolve an issue and that respect and support the rights and dignity of others.
- 6.4.3.22 Obtain, interpret, evaluate, organize, and use many sources of information to answer historical questions, inform public discussion of current issues, and propose solutions to problems related to those issues.
- 6.4.3.23 Pose a social science question, gather and analyze appropriate information to answer the question, construct an answer supported by evidence, and report the results of the study. Describe the process followed to obtain the results of the study.
- 6.4.3.24 Substantiate and compose a short essay on a local, state, or national policy issue.
- 6.4.3.25 Examine the opportunities for careers in public service.

ECONOMICS

- 6.5 *Sixth-grade students will have the opportunity to develop their knowledge of economic concepts, issues, and systems and to develop their decision-making skills as participants in the economy of an interdependent world.*
- 6.5.1 Economic systems, institutions, and incentives affect people in many aspects of life.

The student will be able to...

- 6.5.1.1 Tell how barter, precious metals, and currency have been used as means of exchange.
- 6.5.1.2 Identify long-term economic trends associated with the political, social, economic, and environmental developments of societies around the world from AD/CE 1500 to the present.

- 6.5.1.3 Explain the economic factors related to the European exploration and colonization in America, the American Revolution, and the drafting of the Constitution of the United States.
- 6.5.1.4 Explain the economic reasons for the development of the plantation system and the growth of the institution of slavery.
- 6.5.1.5 Compare three types of economic systems: traditional, command, and market. Identify the characteristics that make the United States economy a mixed economy.
- 6.5.1.6 Identify the costs and benefits involved with using resources to produce goods and services.
- 6.5.1.7 Explain how natural resources affect economic decisions and global interaction.
- 6.5.1.8 Explain the development and functions of money in saving and spending.
- 6.5.1.9 Relate productivity and wages.
- 6.5.1.10 Explain the causes of unemployment.
- 6.5.1.11 Tell how changes in incentives result in changes in people's economic behavior.
- 6.5.1.12 Explain why as the price of a good goes up the quantity of a good supplied also goes up.
- 6.5.1.13 Tell why comparative advantage leads to specialization and trade.
- 6.5.1.14 Explain how economic reasoning can be used to compare price, quality, and features of goods and services.
- 6.5.1.15 Relate the concepts of pricing and scarcity; explore how a market economy deals with scarcity.
- 6.5.1.16 Explain and illustrate exchange rate; describe its effects on trade.
- 6.5.1.17 Identify the contributions nations and world regions make to international trade.
- 6.5.1.18 Describe how interdependence and standard of living are related.
- 6.5.1.19 Illustrate the idea that economic decisions involve many tradeoffs.
- 6.5.1.20 Illustrate various forms of economic measurement.
- 6.5.1.21 Explore factors that contribute to economic growth.

- 6.5.2 A market economy (capitalism) distributes resources by seeking to balance supply with demand.

The student will be able to...

- 6.5.2.1 Analyze how goods and services were produced and distributed during the American Colonial period.
- 6.5.2.2 Identify the economic changes resulting from the War of 1812.
- 6.5.2.3 Describe the economic factors relating to rapid industrialization and urbanization in American history.
- 6.5.2.4 Relate the development and benefits of the free enterprise system during the eighteenth and nineteenth centuries.
- 6.5.2.5 Trace the rise of capitalism in America and the conflicts that accompanied it (e.g., opposition to the National Bank).
- 6.5.2.6 Explain how the market economy has influenced the economic development of the United States.
- 6.5.2.7 Discuss how entrepreneurs use business practices, profit, and a willingness to take risks in their operations.

- 6.5.2.8 Tell how entrepreneurs, inventors, and others have contributed to the development of the economy of the United States.
- 6.5.2.9 Use case studies to explain how entrepreneurs organize their businesses and influence the government in order to limit competition and maximize profits.
- 6.5.2.10 Identify how trade has influenced political, social, environmental, and economic developments in the United States from 1865 to present.
- 6.5.2.11 Identify economic causes of conflict from 1865 to present.
- 6.5.2.12 Trace the history of organized labor.
- 6.5.2.13 Trace the development of the banking system in the United States.
- 6.5.2.14 Explain the role of financial institutions in the economy.
- 6.5.2.15 Explain the types of job skills needed in the United States during various time periods and in light of economic trends.
- 6.5.2.16 Describe how price in the market economy influences producer decisions about how, how much, and what to produce.
- 6.5.2.17 Tell why as price goes up consumer demand goes down.
- 6.5.2.18 Relate the law of supply and demand to market price.
- 6.5.2.19 Give examples of shortages and surpluses occurring in the market economy.
- 6.5.2.20 Tell how the change of price for one good or service can lead to other changes in price.
- 6.5.2.21 Identify the economic characteristics of various regions of the United States.
- 6.5.2.22 Explain the economic differences between various regions in the United States at various points in history.
- 6.5.2.23 Explain the interconnectedness between households, businesses, labor unions, banks, and government in the economy.
- 6.5.2.24 Explain domestic and international interdependence in the United States.
- 6.5.3 Government policies and technological innovations influence and shape economic activity.

The student will be able to...

- 6.5.3.1 Describe how technological change and inventions contributed to labor productivity and the exchange of goods and services in the United States in the eighteenth and nineteenth centuries.
- 6.5.3.2 Tell how changes in science and technology have affected the exchange of goods and services and the movement of people in the twentieth century and to the present time.
- 6.5.3.3 Explain how technology has affected the economy over the years.
- 6.5.3.4 Differentiate between public and private goods.
- 6.5.3.5 Explain how the government regulates commerce.
- 6.5.3.6 Tell how the government influences the economy of the nation by developing policies related to economic growth, employment, price stability, economic freedom, distribution of wealth, and economic security.
- 6.5.3.7 Describe various forms of taxation and their purposes and effects.
- 6.5.3.8 Give examples of, and evaluate the fairness of, proportional, progressive, and regressive taxes.
- 6.5.3.9 Identify the benefits and costs of governmental policies affecting the economy.
- 6.5.3.10 Define and explain Gross Domestic Product (GDP).

6.5.3.11 Describe the role of the government, businesses, unions, banks, advertising, and households in the economy of the United States.

6.5.4 Economic knowledge and skills equip people to manage their own resources.

The student will be able to...

6.5.4.1 Describe the importance of borrowing and lending in the United States and the advantages and disadvantages of using credit.

6.5.4.2 Examine economic decision making through the use of case studies.

6.5.4.3 Evaluate advertisements according to the usefulness of the information they provide.

6.5.4.4 Plan a personal budget.

6TH GRADE SCIENCE STANDARDS

PHYSICAL SCIENCES

6.1 *Sixth-grade students at Zion Lutheran School will understand concepts related to the physical sciences.*

6.1.1 Composition of Matter

The student will be able to ...

- 6.1.1.1 Classify items based on similarities and differences.
- 6.1.1.2 Articulate that each element of matter is made of one kind of atom.
- 6.1.1.3 Recognize that matter is made of atoms and that atoms combine to form molecules.
- 6.1.1.4 Explain the positioning of elements on the periodic table.
- 6.1.1.5 Explain that atoms combine to form molecules and that a molecule is the smallest unit of a compound.
- 6.1.1.6 Explain that in a physical change, such as those involving state, shape, and size, the chemical properties of a substance remain unchanged.
- 6.1.1.7 Demonstrate that in a chemical change new substances are formed with different properties than the original substance (rusting, burning).
- 6.1.1.8 Differentiate between acids and bases.
- 6.1.1.9 Explain the laws of conservation of matter and energy.
- 6.1.1.10 Demonstrate that the volume of objects can be calculated or measured by water displacements.
- 6.1.1.11 Define mass as a measure of the amount of matter in a solid, liquid, or gas.
- 6.1.1.12 Recognize that equal volumes of different substances usually differ in mass.
- 6.1.1.13 Acknowledge that objects with the same volume can have different masses and that objects with the same mass can have different volumes.
- 6.1.1.14 Calculate density from the mass and volume.
- 6.1.1.15 Describe the physical properties of various substances in terms of their density, boiling point, degree of solubility in water, and magnetism.
- 6.1.1.16 Demonstrate that mixtures are formed when two or more substances are physically combined.
- 6.1.1.17 Identify the mass of a mixture as equal to the sum of the masses of its components.
- 6.1.1.18 Identify the process used to separate mixtures, including filtration, evaporation, and paper chromatography.

6.1.2 Magnetism, Force, and Motion

The student will be able to ...

- 6.1.2.1 Illustrate and describe the magnetic fields surrounding a single bar magnet, two bar magnets with like poles facing, two bar magnets with opposite poles facing, and a horseshoe magnet.
- 6.1.2.2 Show that the strength of a simple electromagnet depends on the number of coils, the amount of current in the wire, and whether or not an iron core is used, and show that current moving through a wire produces a magnetic field which surrounds the wire.

6.1.3 Energy

The student will be able to ...

- 6.1.3.1 Relate the size of the force applied to the size of the change in the object's motion.
- 6.1.3.2 Show that an object at rest remains at rest unless acted upon by an outside force.
- 6.1.3.3 Tell how an object can possess potential energy due to its position or chemical composition and can have kinetic energy by virtue of its motion.
- 6.1.3.4 Describe the kinetic energies of two objects with either the same mass and different velocities or the same velocity and different masses.
- 6.1.3.5 Describe the potential energies of two objects with either the same mass at different heights or at the same height but with different masses.
- 6.1.3.6 Contrast the momentum of objects with either the same mass or the same speed.
- 6.1.3.7 Tell how electric energy can be produced from a variety of sources such as the sun, wind, and coal.
- 6.1.3.8 Recognize that the energy found in nonrenewable resources such as fossil fuels originated with the sun and may renew slowly over a very long period of time.
- 6.1.3.9 Illustrate that energy exists in many forms (heat, light, chemical, mechanical, sound, and electrical) and identify energy being transformed from one form to another in common situations.
- 6.1.3.10 Explain and illustrate basic energy transfer by means of conduction, convection, radiation, and movement of objects and in solids (conduction), fluids (conduction and convection), and space (radiation).
- 6.1.3.11 Identify the origins of heat and explain the movement of heat (thermal energy).
- 6.1.3.12 Explain and illustrate the effects of heat transfer by convection and radiation currents on the surface of the Earth.
- 6.1.3.13 Acknowledge that heating increases the rate of dissolving solids in water, evaporation, and melting and that the removal of heat energy leads to condensing and freezing.
- 6.1.3.14 Explain that some heat energy is always lost from a system during energy transformations.

6.1.4 Simple Machines

The student will be able to ...

- 6.1.4.1 Recognize that energy transformations must occur in order for work to be done.
- 6.1.4.2 List the basic types of simple machines and explain how they can be used to do work.

6.1.5 Sound Energy

The student will be able to ...

- 6.1.5.1 Explain the terms wavelength, frequency, amplitude, and velocity of waves.
- 6.1.5.2 Relate frequency and wavelength, frequency and pitch, wavelength and pitch, and amplitude and loudness.
- 6.1.5.3 Tell why sound travels more slowly than light.
- 6.1.5.4 Compare longitudinal and transverse waves.

6.1.6 Light Energy

The student will be able to ...

- 6.1.6.1 Explain the relationship between heat and light.
- 6.1.6.2 Tell how fast light travels.
- 6.1.6.3 Define rays and explain their uses.
- 6.1.6.3 Use wave theory and terminology (vibration, wavelength, speed, frequency) to explain the travel of sound and light.
- 6.1.6.4 Show that the angle of reflection for light is equal to the angle of incidence.
- 6.1.6.5 Describe the refraction of light as it moves from one medium to another, such as from air to water or air to glass.
- 6.1.6.6 Differentiate between reflectors and curved reflectors.
- 6.1.6.7 Explain refraction and the function of lenses.
- 6.1.6.8 Talk about how cameras, telescopes, and microscopes store and enlarge Images.
- 6.1.6.9 Tell how a prism disperses white light into its component colors.
- 6.1.6.10 Explain that the color of an object depends on the colors of light it absorbs and reflects.

LIFE SCIENCES

6.2 *Sixth- grade students at Zion Lutheran School will understand concepts related to the life sciences.*

6.2.1 Plants & Animals

The student will be able to ...

- 6.2.1.1 Differentiate between members of the plant and animal kingdoms.
- 6.2.1.2 Describe the diversity of the plant and animal kingdoms.
- 6.2.1.3 Explain how plants take in carbon dioxide and give off oxygen and how animals take in oxygen and give off carbon dioxide.
- 6.2.1.4 Tell how plant and animal organisms come into being, grow, mature, reproduce, and die.
- 6.2.1.5 Explain the factors contributing to the health of an organism.
- 6.2.1.6 Acknowledge the basic functions carried out by or within cells.
- 6.2.1.7 Describe the variety of specialized cells, tissues, organs, and organ systems that perform specialized functions in multicellular organisms.
- 6.2.1.8 Explain the functioning of the parts of cells.
- 6.2.1.9 Differentiate between plant cells and animal cells (the presence of the cell wall and chloroplasts).
- 6.2.1.10 Explain photosynthesis.

6.2.2 Ecosystems

The student will be able to ...

- 6.2.2.1 Explain that the energy of sunlight is transferred to chemical energy in photosynthesis and from one organism to another in the food web.
- 6.2.2.2 Tell how organisms can be competitive and mutually helpful.
- 6.2.2.3 Identify living things that exchange energy and nutrients among themselves and with the environments.
- 6.2.2.4 Describe the relationship and flow of energy among the following: producer, consumer, decomposer, and scavenger.
- 6.2.2.5 Acknowledge that growth in population is held in check by lack of resources, by predators, by disease, and by climate.
- 6.2.2.6 Explain how competition is reduced when organisms use different sets of resources.
- 6.2.2.7 Tell how changes in one population may benefit or deter other populations in relationships, such as producer/consumer, predator/prey, and parasite/host.
- 6.2.2.8 Explain that the support ecosystems can provide organisms depend on the resources available and on factors such as the amount of sunlight and water, temperature, and soil composition.
- 6.2.2.9 Tell how water is cycled among organisms in a food web and the environments.
- 6.2.2.10 Explain how organisms living in a given environment are affected by environmental conditions, such as temperature, precipitation, and type of soil.
- 6.2.2.11 Acknowledge that a biotic community is made up of organisms that are adapted to live in a specific environment.
- 6.2.2.12 Describe the interactions of plants and animals in a given biome or ecosystem, such as a deciduous forest, tropical rain forest, tundra, grassland, desert, ocean, or estuary.
- 6.2.2.13 Describe how ecosystems can be influenced by human activities such as resource acquisition and use, land use, recycling, and waste disposal.

6.2.3 Human Life

The student will be able to ...

- 6.2.3.1 Review the components of the nervous system and its roles and functions.
- 6.2.3.2 Explain the functions of the digestive, circulatory, respiratory, excretory, and nervous systems.
- 6.2.3.3 Describe microbes as being either harmful or beneficial.
- 6.2.3.4 Differentiate between communicable and non-communicable diseases.
- 6.2.3.5 Tell how the human body fights disease through the role of tears, saliva, skin, white blood cells, and responsive to vaccination.
- 6.2.3.6 Explain how drugs both benefit and harm the human body.
- 6.2.3.7 Describe good health behaviors and habits.

6.2.4 Heredity

The student will be able to ...

- 6.2.4.1 Explain that since organisms have unique live cycles, reproduction is necessary for the continuation of every species.
- 6.2.4.2 Define genetics.
- 6.2.4.3 Define mutations.

- 6.2.4.4 Explain that in asexual reproduction all of the inherited traits come from a single parent.
- 6.2.4.5 Explain that in sexual reproduction an egg and sperm unite to enable some traits to come from each parent, so the offspring is never identical to either parent.
- 6.2.4.6 Acknowledge that, whereas some likenesses between parents and offspring are inherited, others are acquired or learned.

6.2.5 Life in the Past

The student will be able to ...

- 6.2.5.1 Recognize extinction as occurring when species are unable to adapt to environmental changes.
- 6.2.5.2 Explain natural selection, mutation, and adaptation.
- 6.2.5.3 Compare fossil organisms to other fossils and to organisms living today.

NATURAL SCIENCES

6.3 *Sixth grade students at Zion Lutheran school will understand concepts related to the natural sciences.*

6.3.1 Space Studies

The student will be able to ...

- 6.3.1.1 Explain that there are billions of galaxies and that each galaxy contains billions of stars that cannot be seen with the unaided eye due to their great distance from the Earth.
- 6.3.1.2 Describe the various types of galaxies.
- 6.3.1.3 Give the type, size, and scale of the Milky Way Galaxy.
- 6.3.1.4 Acknowledge our solar system as part of the Milky Way Galaxy.
- 6.3.1.5 Differentiate among comets, asteroids, and meteors.
- 6.3.1.6 Tell about the distinctive qualities of the planets and their moons.
- 6.3.1.7 Name the planets in our solar system, and tell their order from the sun.
- 6.3.1.8 Describe the planet Earth in comparison to the other planets.
- 6.3.1.9 Explain the earth's rotation and revolution.

6.3.2 Land and Water Features

The student will be able to ...

- 6.3.2.1 Tell how natural agents produce changes in surface features such as canyons and sand dunes.
- 6.3.2.2 Explain weathering of topography as it relates to water movement downhill, the actions of dynamic water and beach systems, and the effects these systems and other natural forces (e.g., volcanoes, earthquakes, floods, landslides, hurricanes, tsunamis) have on human and animal habitats.
- 6.3.2.3 Explain plate tectonics, including evidence supporting plate tectonics, information relating to the layers in the Earth's crust, lithospheric plate movement data,

earthquake and volcano information, and recent earthquake and volcano research findings.

- 6.3.2.4 Tell how uplift, crustal plate movement and glaciations can change the Earth's surface slowly.
- 6.3.2.5 Describe changes caused by the mass movements of sediments, such as rockslides and mud flows.
- 6.3.2.6 Explain the role of gravity in changing the Earth's surface.
- 6.3.2.7 Identify and describe sedimentary, igneous, and metamorphic rocks, including descriptions of their distinct colors, and textures.
- 6.3.2.8 Describe the rock cycle, and explain that rocks are formed in different ways.
- 6.3.2.9 Acknowledge that rocks are made of one or more minerals.
- 6.3.2.10 Describe the characteristic properties of various minerals.
- 6.3.2.11 Identify the physical properties of minerals (e.g. magnetite, calcite, quartz, and mica) such as cleavage, fracture, crystal form, fluorescence, magnetism, optical activity, and electrical conductivity.
- 6.3.2.12 Explain the water cycle.
- 6.3.2.13 Describe how your community provides clean, fresh water to its residents.
- 6.3.2.14 Explain that the usefulness of an energy resource depends on the factors involved in transforming the resource of energy and the cost and environmental effects of that process.
- 6.3.2.15 Explain the distribution of natural resources around the Earth.
- 6.3.2.16 Classify natural energy and material resources as renewable or nonrenewable.
- 6.3.2.17 Identify the resources used to produce commonly used objects.
- 6.3.2.18 Identify agricultural lands, energy minerals, water, wildlife, forests, and fisheries as natural resources.
- 6.3.2.19 Tell how natural change processes may be affected by human activities (e.g. agriculture, beach preservation, mining, and river alterations).
- 6.3.2.20 Identify problems associated with obtaining, using, and distributing natural resources, and provide possible solutions to these problems.
- 6.3.2.21 Explain how local environmental issues can have an impact on people living in other areas.

6.3.3 Weather and Seasons

The student will be able to ...

- 6.3.3.1 Explain the causes of various kinds of weather.
- 6.3.3.2 Use models and drawings to explain why the Earth has seasons and weather patterns.
- 6.3.3.3 Predict local weather using weather maps and data.

SCIENCE PROCESSES AND APPROACHES

6.4 *Sixth grade students at Zion Lutheran School will understand concepts related to science processes and approaches.*

6.4.1 Using Scientific Methods

The student will be able to ...

- 6.4.1.1 Identify criteria for a well-designed investigation, including testing only one variable; using a control; observing and measure results; completing multiple trails; selecting appropriate materials and equipment; developing clear, logical directions; and following safe procedures.
- 6.4.1.2 Conduct investigations that include developing a hypothesis; using appropriate tools and technology to test, collect, and display data; preparing appropriate graphs and graphic organizers based on the data acquired; developing statements concerning relationships between variable; evaluating evident; interpreting data; and reporting on the investigative process and its results in written and oral presentations.
- 6.4.1.3 Explain how the nature of a scientific investigation determines the procedures needed.
- 6.4.1.4 Collect and evaluate for scientific accuracy resources helpful in conducting a scientific investigation.
- 6.4.1.5 Generate directions so that others are able to follow them and repeat a procedure.
- 6.4.1.6 Explain aspects of an investigation, using evidence to support findings.
- 6.4.1.7 Tell the importance of keeping accurate records of data when conducting science investigations.
- 6.4.1.8 Recognize whether data increases, decreases, or remains unchanged.
- 6.4.1.9 Make conclusions based on data.
- 6.4.1.10 Communicate effectively the findings of an investigation.
- 6.4.1.11 Identify repeated elements in sequences and symmetries in designs and structures.
- 6.4.1.12 Speak, write, or draw a repeating sequence.

6.4.2 Applying Scientific Knowledge

The student will be able to ...

- 6.4.2.1 Design an object or system to address a specific problem or issue.
- 6.4.2.2 Evaluate the effectiveness of something they have designed and constructed.
- 6.4.2.3 Observe repeated events, occurrences, or cycles to identify and explain patterns.
- 6.4.2.4 Observe and explain the function of simple objects and systems.
- 6.4.2.5 Acknowledge the importance of maintaining thorough and accurate records.
- 6.4.2.6 Explain why scientists make claims only when they are backed by observations that can be confirmed.
- 6.4.2.7 Tell why it is important to change only one variable and keep other conditions the same when conducting an experiment.
- 6.4.2.8 Define science as a method of finding out about the world b using careful observation, repeating investigations, and making carefully drawn conclusions based on the evidence.
- 6.4.2.9 Provide examples showing that the products of scientific investigations are helpful in everyday settings.
- 6.4.2.10 Compare structure and function of parts of a model with what they represent, and apply information learned from a model to real objects, events, and situations.
- 6.4.2.11 Identify careers in science, and explain what people must do to prepare for them.
- 6.4.2.12 Explain ways that human use of science and technology influences and is influenced by society.
- 6.4.2.13 Adapt prior understandings to accommodate new information.

- 6.4.2.14 Give two or more possible solutions to a problem, and explain the advantage and disadvantages of possible decisions about the issue.
- 6.4.2.15 Explore key ideas found in scientific concepts.

6.4.3 Using Scientific Instruments and Technology

The student will be able to ...

- 6.4.3.1 Make measurements using appropriate instruments, including rulers, balances, scales, thermometers, graduated cylinders, and stopwatches.
- 6.4.3.2 Describe, select, and tell how to use magnifying instruments, including hand lenses, microscopes, and telescopes.
- 6.4.3.3 Use appropriate tools and Systeme International (SI) units for measuring length, time, mass, volume, and temperature.
- 6.4.3.4 Explain and demonstrate the value and the limitations of various technological devices (computers, calculators, microscopes, cameras, measuring instruments) in the gathering, processing, and presentation of scientific data.
- 6.4.3.5 Tell how inventions and automation have influenced life and made work easier.

6TH GRADE TECHNOLOGY STANDARDS

Sixth grade students should be able to demonstrate the following computer skills in addition to previously mastered skills:

I. Computers in the Public

- A. Be able to give uses of a computer in different situations.
- B. Exhibit correct computers ethics, morals, and standards.
- C. Explain unethical use of computers, including illegal copying of hardware and software, and in relation to individual's privacy rights.

II. Use of a computer

- A. Learn the use and set up of a memory stick including creating and using file folders.
- B. Be able to handle, carry, and show proper care of a laptop computer.
- C. Be able to evaluate and review software.

III. Keyboard and Mouse Skill

- A. Use appropriate posture at the keyboard.
- B. Type simple sentences, phrases, and paragraphs from written material.
- C. Type an entire page of text with minimal errors.
- D. Type for improved accuracy and speed.

IV. Word Processing

- A. Create an original document.
- B. Save a word processing file.
- C. Move cursor around the screen as needed.
- D. Insert text.
- E. Delete words, characters, and text.
- F. Print a word processing file.
- G. Use commands to boldface, italicize, and underline text.
- H. Center headings.
- I. Use justification commands.
- J. Use spell check/grammar check program.
- K. Insert clipart or photo with proper formatting.

6TH GRADE VISUAL ARTS STANDARDS

ARTISTIC PERCEPTION

6.1 *Sixth-grade students will develop the artistic perception that will enable them to respond to sensory information with the language and skills appropriate to the visual arts.*

6.1.1 Developing vocabulary for perceptual skills and visual arts

The student will be able to...

6.1.1.1 Demonstrate the ability to use appropriate vocabulary to identify the content in works of art made for different purposes, such as functional, decorative, social, and personal.

6.1.1.2 Describe and explain all the elements and principles of art, including color, shape or form, line, texture, space, and value, found in selected works of art and used to produce certain visual effects, including dynamic tension, textured surfaces, patterns, and designs.

6.1.1.3 Explain works of art with respect to theme, genre, style, idea, and differences in media.

6.1.1.4 Explain themes as derived from direct observation, personal experience, and traditional events.

6.1.1.5 Talk about how artists develop the same theme using different media and styles.

6.1.2 Analyzing elements of art and principles of design

The student will be able to...

6.1.2.1 Tell how symmetrical, asymmetrical, and radial balance are effectively used in works of art.

6.1.2.2 Demonstrate the ability to interpret selected works of art based on the visual clues.

6.1.2.3 Form judgments and generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

6.1.2.4 Recognize and describe innovative approaches and techniques used by artists and explain the cultural and social significance of these approaches and techniques.

6.1.2.5 Develop and use criteria to assess their own artwork and to select and organize works for a portfolio.

CREATIVE EXPRESSION

6.2 Sixth-grade students will express themselves creatively as they develop, perform, and participate in the visual arts.

6.2.1 Skills, processes, materials, and tools

The student will be able to...

6.2.1.1 Depict a variety of subject matter using various observational drawing skills.

- 6.2.1.2 Create a thematic work of art applying the rules of two-point perspective.
 - 6.2.1.3 Use varying tints, shades, and intensities in the creation of a drawing.
 - 6.2.1.4 Show how to change or alter natural forms for expressive purposes.
 - 6.2.1.5 Apply technical skills effectively, using a variety of art media and materials to produce designs, drawings,
 - 6.2.1.6 Demonstrate the ability to use appropriate materials and tools to solve an artistic problem.
- 6.2.2 Communicating through original works of art

The student will be able to...

- 6.2.2.1 Reflect personal choices and evidence increased technical skill in the creation of increasingly complex original works of art.
- 6.2.2.2 Express moods, feelings, themes, or ideas in selected specific media and processes.
- 6.2.2.3 Demonstrate the use of observation, life experience, and imagination as sources for visual symbols and images.
- 6.2.2.4 Create original works of art through the use of technology.
- 6.2.2.5 Explain artistic decisions using appropriate visual art vocabulary.

HISTORICAL AND CULTURAL CONTEXT

- 6.3 Sixth-grade students will demonstrate an emerging understanding of the historical and cultural dimensions of the visual arts.
- 6.3.1 Role, function, and advancement of the visual arts

The student will be able to...

- 6.3.1.1 Study and report on the role of the visual arts in selected historical and political events, using a variety of resources, both print and electronic.
- 6.3.1.2 Explain how various aspects of art have changed or not changed in theme and content over a period of time.
- 6.3.1.3 Explore relationships between artists and their patrons and the effect each has on the works of art resulting from their relationship.
- 6.3.1.4 Use primary and secondary sources to investigate the role of visual art in selected historical periods.

- 6.3.2 Diversity among the visual arts

The student will be able to...

- 6.3.2.1 Use speaking or writing to contrast and compare representative images or designs and stylistic characteristics from at least two selected cultures.
- 6.3.2.2 Give examples of universal themes, such as family, good versus evil, and heroism expressed in artwork across various times and cultures.
- 6.3.2.3 Differentiate among works of art from various regions of the country.
- 6.3.2.4 Show the various ways materials are used by artists to create different styles, such as paint applied spontaneously in expressionism and more carefully in minimalism.

- 6.3.2.5 Tell about the lives, works, and impact of key artists in a selected period of our nation's history.

AESTHETIC VALUING

- 6.4 Sixth-grade students will grow in their ability to value aesthetically as they respond to, analyze, and make judgments about various works of art.

- 6.4.1 Deriving meaning from the visual arts

The student will be able to...

- 6.4.1.1 Explain how their culture, age, and gender is being reflected in current works of art and in how art is viewed, interpreted, and valued.
- 6.4.1.2 Formulate a personal theory on how visual art should be viewed, interpreted, and valued.
- 6.4.1.3 Explain that various assumptions and theories of art lead to different interpretations of works of art.
- 6.4.1.4 Formulate questions that can be answered by an aesthetic study of works of art.

- 6.4.2 Forming judgments about the visual arts

The student will be able to...

- 6.4.2.1 Create specific criteria as individuals or in groups for use in assessing or critiquing works of art.
- 6.4.2.2 Perform in-progress analyses and critiques of personal artwork.
- 6.4.2.3 Make changes in their works of art after receiving a critique, giving reasons for their changes.
- 6.4.2.4 Evaluate original artwork, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts

MAKING APPLICATIONS

- 6.5 Sixth-grade students will make applications of the visual arts across subject areas, into various aspects of lifelong learning, and relating to professions and careers.

- 6.5.1 Connecting and applying the visual arts

The student will be able to...

- 6.5.1.1 Generate artwork containing visual metaphors that express the traditions and myths of selected cultures.
- 6.5.1.2 Work together with peers to depict major events in a selected decade of the past.
- 6.5.1.3 Demonstrate the ability to use computer skills to organize and visually display quantitative information on a chart, map, or graph.
- 6.5.1.4 Describe the ways selected ideas and concepts are communicated through the perspective of visual art and through the perspectives of other academic disciplines.

6.5.2 Developing visual literacy

The student will be able to...

- 6.5.2.1 Explain and give examples of the tactics advertisers use to sway thinking.
- 6.5.2.2 Discuss the function of art in the daily lives of their communities and cultures.

6.5.3 Exploring careers and career-related skills that apply the visual arts

The student will be able to...

- 6.5.3.1 Develop criteria for selecting works of art for a specific type of art exhibition.
- 6.5.3.2 Explain career and a vocational opportunities in art.