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Illinois Learning Standards

6TH GRADE

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS, FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND SOCIAL SCIENCE

Compiled by ISBE Content Specialists

ENGLISH LANGUAGE ARTS – 6th GRADE

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

CCR.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

CCR.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCR.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCR.R.6	Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCR.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCR.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCR.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

CCR.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCR.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCR.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

CCR.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCR.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration and Knowledge and Ideas

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6—8

Key Ideas and Details

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

Key Ideas and Details

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

WRITING STANDARDS

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d Establish and maintain a formal style.
W.6.1.e Provide a concluding statement or section that follows from the argument presented.
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e Establish and maintain a formal style.
W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
W.6.9.b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—8

Text Types and Purposes

WHST.6-8.1 Write arguments focused on discipline-specific content.
WHST.6-8.1.a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
WHST.6-8.1.b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WHST.6-8.1.d Establish and maintain a formal style.
WHST.6-8.1.e Provide a concluding statement or section that follows from or supports the argument presented.
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.6-8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
WHST.6-8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
WHST.6-8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
WHST.6-8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2.e Establish and maintain a formal style and objective tone.
WHST.6-8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1.b Use intensive pronouns (e.g., myself, ourselves).
- L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2.b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3.b Maintain consistency in style and tone.

Vocabulary Acquisition And Use

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5.a Interpret figures of speech (e.g., personification) in context.
- L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

FINE ARTS – 6th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.6 a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events).
b. Explore various movement vocabularies to transfer ideas into choreography.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.6 a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.6 a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

PERFORMING	
Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
DA:Pr4.1.6	a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats. c. Explore dynamic expression as it relates to energy relationships in a variety of dance genres or styles.
Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
DA:Pr5.1.6	a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions. b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies when warming up and dancing. c. Collaborate as an ensemble to refine dances by identifying what does and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.
Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.	
DA:Pr6.1.6	a. Use performance etiquette and performance practices during class, rehearsal, and performance. Post-performance: accept notes from the choreographer, make corrections as needed, and apply to future performances. b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and use production terminology to explain reasons for the decisions made.
RESPONDING	
Analyze- Anchor Standard 7: Perceive and analyze artistic work.	
DA:Re7.1.6	a. Describe recurring patterns of movement and their relationships in dance. b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.
Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.	
DA:Re8.1.6	a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use genre-specific dance terminology to explain how these communicate the intent of the dance.
Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.	
DA:Re9.1.6	a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance, using genre-specific dance terminology.
CONNECTING	
Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
DA:Cn10.1.6	a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences. b. Choose a topic, concept, or content from another subject of interest and research how other art forms have expressed the topic. Create and explain a dance study that expresses the idea.
Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
DA:Cn11.1.6	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/ or community purpose or meaning.
MEDIA ARTS	
CREATING	
Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
MA:Cr1.1.6	a. Formulate variations of goals and solutions for media artworks by practicing chosen creative generative methods (for example, sketching, improvising, brainstorming).
Develop – Anchor Standard 2: Organize and develop artistic ideas and work.	
MA:Cr2.1.6	a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
Construct – Anchor Standard 3: Revise, refine, and complete artistic work.	
MA:Cr3.1.6	a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles (for example, point of view, perspective). b. Explain and demonstrate how elements and components can be altered for intentional effects and different audiences.

PRODUCING	
Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
MA:Pr4.1.6	a. Demonstrate how integrating multiple contents and forms can support a central idea in a media artwork in order to reach a given audience.
Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
MA:Pr5.1.6	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing and presenting media artworks (for example, invention, formal technique, production, self-initiative, problem solving). b. Develop a variety of creative and adaptive innovation abilities (for example, testing constraints) in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.	
MA:Pr6.1.6	a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/ or distribution of media artworks. b. Analyze the results of, and improvements for, presenting media artworks.
RESPONDING	
Perceive – Anchor Standard 7: Perceive and analyze artistic work.	
MA:Re7.1.6	a. Identify, describe, and analyze how message and meaning are created by components in media artworks. b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.
Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.	
MA:Re8.1.6	a. Interpret a variety of media artworks, using given criteria.
Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.	
MA:Re9.1.6	a. Identify and apply relevant criteria for evaluating and improving media artworks and production processes, considering context.
CONNECTING	
Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
MA:Cn10.1.6	a. Access, evaluate, and use internal and external resources (for example, knowledge, experiences, interests, research) to create media artworks. b. Explain and show how media artworks form new meanings, situations, and cultural experiences (for example, historical events).
Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
MA:Cn11.1.6	a. Research and show how media artworks and ideas relate to social, community, and cultural situations (for example, cultural identity, history, entertainment). b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.
MUSIC	
CREATING	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
MU:Cr1.1.6	a. Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.
Anchor Standard 2: Organize and develop artistic ideas and work.	
MU:Cr2.1.6	a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within given form(s) that demonstrate effective beginning, middle, and ending, and convey expressive intent. b. Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic musical ideas.
Anchor Standard 3: Revise, refine, and complete artistic work.	
MU:Cr3.1.6	a. Evaluate their own work, applying teacher provided criteria. b. Present the final version of a personal composition or arrangement, using musicianship and originality to demonstrate an effective beginning, middle, and ending and convey expressive intent. c. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from the teacher.
PERFORMING	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
MU:Pr4.1.6	a. Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

	b. Explain how understanding the structure and the elements of music are used in music selected for performance. c. When analyzing selected music, read and identify by name or function standard musical symbols (for example, rhythm, pitch, articulation, dynamics). d. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) convey intent.
Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
MU:Pr5.1.6	a. Identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.
Anchor Standard 6: Convey meaning through the presentation of artistic work.	
MU:Pr6.1.6	a. Perform the music with technical accuracy to convey the creator's intent. b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
RESPONDING	
Anchor Standard 7: Perceive and analyze artistic work.	
MU:Re7.1.6	a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. b. Describe how the elements of music and expressive qualities relate to the structure of the pieces. c. Identify the context of music from a variety of genres, cultures, and historical periods.
Anchor Standard 8: Construct meaningful interpretations of artistic work.	
MU:Re8.1.6	a. Describe a personal interpretation of how performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
Anchor Standard 9: Apply criteria to evaluate artistic work.	
MU:Re9.1.6	Apply teacher-provided criteria to evaluate musical works or performances.
CONNECTING	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
MU:Cn10.1.6	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
MU:Cn11.1.6	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.
THEATRE	
CREATING	
Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
TH:Cr1.1.6	a. Identify possible solutions to performance challenges in a drama/ theatre work. b. Identify solutions to design challenges in a drama/theatre work. c. Explore a scripted or improvised character authentic to a drama/ theatre work.
Develop – Anchor Standard 2: Organize and develop artistic ideas and work.	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work.
Develop – Anchor Standard 3: Revise, refine, and complete artistic work.	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work. c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.
PERFORMING	
Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
TH:Pr4.1.6	a. Identify the dramatic arc of a scene. b. Identify character objectives and motives in a scene.
Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
TH:Pr5.1.6	a. Apply acting exercises to a drama/theatre work. b. Articulate how technical elements (costumes, lights, props, set, sound) are integrated into a drama/theatre work.
PERFORMING	
Share, Present	
TH:Pr6.1.6	a. Explore a theme through a drama/theatre performance for an informal audience.

RESPONDING	
Reflect – Anchor Standard 7: Perceive and analyze artistic work.	
TH:Re7.1.6	a. Explain and justify artistic choices made in a drama/theatre work.
Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.	
TH:Re8.1.6	a. Contrast multiple personal experiences when participating in a drama/theatre work. b. Identify cultural perspectives that may influence the interpretation of a drama/theatre work. c. Identify personal aesthetics through participation in, or observation of, a drama/theatre work.
Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.	
TH:Re9.1.6	a. Apply criteria to evaluate drama/theatre work as an individual. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Evaluate and analyze problems and situations in a drama/theatre work from an audience's perspective.
CONNECTING	
Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
TH:Cn10.1.6	a. Explain how the actions and motivations of characters in a drama/theatre work demonstrate the perspective of a community or culture.
Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
TH:Cn11.1.6	a. Identify universal themes or common social issues and express them through a drama/theatre work.
Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
TH:Cn11.2.6	a. Research and analyze two different versions of the same drama/ theatre story or plot to determine differences and similarities in the visual and aural world of each story. b. Identify and use artifacts from a time period and place to develop choices in a drama/theatre design.
VISUAL ARTS	
CREATING	
Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
VA:Cr1.1.6	a. Combine concepts collaboratively to generate innovative ideas for creating art.
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
VA:Cr1.2.6	a. Formulate an artistic investigation of personally relevant content for creating art.
Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.	
VA:Cr2.1.6	a. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.	
VA:Cr2.2.6	a. Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.
Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.	
VA:Cr2.3.6	a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.
Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.	
VA:Cr3.1.6	a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
PRESENTING	
Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
VA:Pr4.1.6	a. Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.
Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
VA:Pr5.1.6	a. Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.	
VA:Pr6.1.6	a. Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.
RESPONDING	
Share – Anchor Standard 7: Perceive and analyze artistic work.	
VA:Re7.1.6	a. Identify and interpret works of art or design that reveal how people live around the world and what they value.
Perceive – Anchor Standard 7: Perceive and analyze artistic work.	
VA:Re7.2.6	a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
Anchor Standard 8: Construct meaningful interpretations of artistic work.	
VA:Re8.1.6	a. Collaboratively interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.6 a. Develop and apply relevant criteria to evaluate a work of art.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.6 a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.6 a. Analyze how art reflects changing times, traditions, resources, and cultural uses.

MATHEMATICS – 6th GRADE

STANDARDS FOR MATHEMATICAL PRACTICE MP

MP.1 Make sense of problems and persevere in solving them.
MP.2 Reason abstractly and quantitatively.
MP.3 Construct viable arguments and critique the reasoning of others.
MP.4 Model with mathematics.
MP.5 Use appropriate tools strategically.
MP.6 Attend to precision.
MP.7 Look for and make use of structure.
MP.8 Look for and express regularity in repeated reasoning.

GEOMETRY G

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

RATIOS AND PROPORTIONAL RELATIONSHIPS RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.2 Understand the concept of a unit rate a/b associated with a ratio a:b with $b \neq 0$, and use rate language in the context of a ratio relationship. Expectations for unit rates in this grade are limited to non-complex fractions.

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- 6.RP.3.a Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- 6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed.
- 6.RP.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
- 6.RP.3.d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

THE NUMBER SYSTEM NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

Compute fluently with multi-digit numbers and find common factors and multiples.

6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.

6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- 6.NS.6.a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.
- 6.NS.6.b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- 6.NS.6.c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7 Understand ordering and absolute value of rational numbers.

- 6.NS.7.a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- 6.NS.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts.
- 6.NS.7.c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
- 6.NS.7.d Distinguish comparisons of absolute value from statements about order.

6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

EXPRESSIONS AND EQUATIONS EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

- 6.EE.2.a Write expressions that record operations with numbers and with letters standing for numbers.
- 6.EE.2.b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
- 6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

6.EE.3 Apply the properties of operations to generate equivalent expressions.

6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

Reason about and solve one-variable equations and inequalities.

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought

of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

STATISTICS AND PROBABILITY	SP

Develop understanding of statistical variability.

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.5 Summarize numerical data sets in relation to their context, such as by:

- 6.SP.5.a Reporting the number of observations.
- 6.SP.5.b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- 6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- 6.SP.5.d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

PHYSICAL DEVELOPMENT AND HEALTH – 6th GRADE

ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.

Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.

19.A.3a Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games, and sports.

19.A.3b Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.

Analyze Various Movement Concepts And Applications.

19.B.3a Compare and contrast efficient and inefficient movement patterns.

19.B.3b Understand multiple movement patterns and their effects on the brain.

Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.

19.C.3a Apply rules and safety procedures in physical activities.

19.C.3b Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.

ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.

20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).

20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.

Assess Individual Fitness Levels.

20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.

20.B.3b Evaluate the strengths and weaknesses contained in a personal fitness profile.

20.B.3c Discuss and understand the importance of fitness as it relates to academic performance.

Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.

20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.

20.C.3b Identify opportunities within the community for regular participation in physical activities

20.C.3c Apply the principles of training to the health-related fitness goals.

DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.

Demonstrate Personal Responsibility During Group Physical Activities.

21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).

21.A.3b Participate in establishing procedures for group physical activities.

21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Demonstrate Cooperative Skills During Structured Group Physical Activity.

21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).

UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.

22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).

22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).

22.A.3d Identify various careers in health promotion, health care and injury prevention.

Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.

22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).

Explain How The Environment Can Affect Health.

22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).

22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.

Describe How To Advocate For The Health Of Individuals, Families And Communities.

22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.

UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.

23.A.3a Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).

Explain The Effects Of Health-Related Actions On The Body Systems.

23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).

Describe Factors That Affect Growth And Development.

23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).

Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.

23.D.3a Explain how the brain is affected by movement.

PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.

24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.

24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.

24.B.3a Apply a decision-making process to an individual health concern.

Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.

24.C.3a Apply refusal and negotiation skills to potentially harmful situations.

SCIENCE (NGSS) – 6th- 8th GRADE	
PHYSICAL SCIENCE	
MATTER AND ITS INTERACTIONS	
STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN……	
MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures. *Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures or computer representations showing different molecules with different types of atoms. Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.*
MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. *Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride. Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.*
MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. *Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels. Assessment Boundary: Assessment is limited to qualitative information.*
MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. *Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.*
MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. *Clarification Statement: Emphasis is on law of conservation of matter, and on physical models or drawings, including digital forms that represent atoms. Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.*
MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride. Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.
MOTION AND STABILITY: FORCES AND INTERACTIONS	
MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* *Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle. Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.*
MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. *Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units. Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame, and to change in one variable at a time. Assessment does not include the use of trigonometry.*
MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. *Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor. Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.*
MS-PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. *Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system. Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.*
MS-PS2-5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. *Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations. Assessment Boundary: Assessment is limited to electric and magnetic fields. Assessment is limited to qualitative evidence for the existence of fields.*
ENERGY	
MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. *Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.*
MS-PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. *Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: The*

	Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems. Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.
MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* *Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup. Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.*
MS-PS3-4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. *Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added. Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.*
MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. *Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object. Assessment Boundary: Assessment does not include calculations of energy.*
	WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER
MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. *Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking. Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.*
MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. *Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions. Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.*
MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. *Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen. Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.*
	LIFE SCIENCE
	FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. *Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.*
MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. *Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.*
MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. *Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems. Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.*
MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. *Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.*
MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. *Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds. Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.*
MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. *Clarification Statement: Emphasis is on tracing movement of matter and flow of energy. Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.*

MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. *Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.*
MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. *Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.*
	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS
MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. *Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.*
MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. *Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.*
MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. *Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system. Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.*
MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. *Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.*
MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.* *Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.*
	HEREDITY: INHERITANCE AND VARIATION OF TRAITS
MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. *Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins. Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.*
MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. *Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.*
	BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY
MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. *Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers. Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.*
MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. *Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.*
MS-LS4-3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. *Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures. Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.*
MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. *Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.*
MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. *Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.*
MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. *Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Assessment Boundary: Assessment does not include Hardy Weinberg calculations.*

	EARTH AND SPACE
	EARTH'S PLACE IN THE UNIVERSE
MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. *Clarification Statement: Examples of models can be physical, graphical, or conceptual.*
MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. *Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state). Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.*
MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system. *Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models. Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.*
MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. *Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions. Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.*
	EARTH'S SYSTEMS
MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. *Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials. Assessment Boundary: Assessment does not include the identification and naming of minerals.*
MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. *Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.*
MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. *Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches). Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.*
MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. *Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical. Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.*
MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. *Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation). Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.*
MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. *Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations. Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.*
	EARTH AND HUMAN ACTIVITY
MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. *Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations*

	of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).
MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. *Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).*
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* *Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).*
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. *Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.*
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. *Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.*
	ENGINEERING DESIGN
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

SOCIAL / EMOTIONAL LEARNING – 6th GRADE

DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One’s Emotions And Behavior.

1A.3a Analyze factors that create stress or motivate successful performance.
1A.3b Apply strategies to manage stress and to motivate successful performance.

Recognize personal qualities and external supports.

1B.3a Analyze how personal qualities influence choices and successes.
1B.3b Analyze how making use of school and community supports and opportunities can contribute to school and life success.

Demonstrate skills related to achieving personal and academic goals.

1C.3a Set a short-term goal and make a plan for achieving it.
1C.3b Analyze why one achieved or did not achieve a goal.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.	
Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.	
Recognize The Feelings And Perspectives Of Others.	
2A.3a	Predict others' feelings and perspectives in a variety of situations.
2A.3b	Analyze how one's behavior may affect others.
Recognize Individual And Group Similarities And Differences.	
2B.3a	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
2B.3b	Analyze the effects of taking action to oppose bullying based on individual and group differences.
Use Communication And Social Skills To Interact Effectively With Others.	
2C.3a	Analyze ways to establish positive relationships with others.
2C.3b	Demonstrate cooperation and teamwork to promote group effectiveness.
Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.	
2D.3a	Evaluate strategies for preventing and resolving interpersonal problems.
2D.3b	Define unhealthy peer pressure and evaluate strategies for resisting it.
DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.	
Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.	
Consider Ethical, Safety, And Societal Factors In Making Decisions.	
3A.3a	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
3A.3b	Analyze the reasons for school and societal rules.
Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.	
3B.3a	Analyze how decision-making skills improve study habits and academic performance.
3B.3b	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
Contribute To The Well-Being Of One's School And Community.	
3C.3a	Evaluate one's participation in efforts to address an identified school need.
3C.3b	Evaluate one's participation in efforts to address an identified need in one's local community.

Social Science 6th – 8th Grade			
Inquiry Skills			
Developing Questions and Planning Inquiries			
Constructing Essential Questions	SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.		
Constructing Supporting Questions	SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.		
Determining Helpful Sources	SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.		
Evaluating Sources and Using Evidence			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Gathering and Evaluating Sources	SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.
Developing Claims and Using Evidence	SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.
Communicating Conclusions and Taking Informed Action			

	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Communicating Conclusions	SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).		
Taking Informed Action	SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes, community contexts.	SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Civics Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Civic and Political Institutions	SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).	SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people's lives.	SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
	SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.	SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.		
	SS.CV.4.6-8.LC: Explain the connection between interests and perspectives civic virtues, and democratic principles when addressing issues in government and society.	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.	SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings.
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.		
Processes, Rules, and Laws	SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).

Geography Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Human-Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
Human Population	SS.G.2.6-8.LC: Explain how humans and their environment affect one another.	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Geographic Representations Human-Environment Interaction Population	SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
Global Interconnections	SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Economics and Financial Literacy Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Economic Decision Making	SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
Exchange and Markets	SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
The National and Global Economy	SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.
Financial Literacy	SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, and interest and credit history.
	SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.

History Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Change, Continuity, and Context	SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.	SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.
Perspectives	SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.
Historical Sources and Evidence	SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	SS.H.3.6-8.MC: Analyze how people's perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.
Causation and Argumentation	SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

RESOURCES TO SUPPORT THE STANDARDS	COMPLETE ILLINOIS LEARNING STANDARDS
Illinois Classrooms in Action www.ilclassroomsinaction.org	English Language Arts http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf
Illinois Teach & Talk Math www.ilteachandtalk.org	Fine Arts ***Public review DRAFT*** http://illinoisartslearning.org/#report-and-standards
Illinois Writing Matters www.ilwritingmatters.org	Mathematics http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf
Illinois Stats Math www.ilstats.weebly.com	Science http://www.nextgenscience.org/
Illinois Standards-Based Reporting Website http://www.isbestandardsbasedreporting.com/	Physical Development/ Health http://www.isbe.net/ils/pdh/standards.htm
Achieve the Core www.achievethecore.org	Social and Emotional Learning http://www.isbe.net/ils/social_emotional/standards.htm
Illustrative Mathematics https://www.illustrativemathematics.org/	Social Science http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf
EdReports http://www.edreports.org/	
Tools for the Common Core Standards http://commoncoretools.me/	
Freddie Phonics http://textproject.org/classroom-materials/	
Library of Congress http://www.loc.gov/teachers/	
NewsELA www.newsela.org (Lower ranges of Lexile available after signing up at the bottom of website.)	
Ohio Resource Center http://www.ohiorc.org/	

PARCC Resources	
PARCC Tests – ELA, Math, Systems…. http://parcc.pearson.com/	Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources) https://prc.parcconline.org/
Main page and links to evidence statement tables (and other resources) http://parcconline.org/	ISBE PARCC Place http://www.isbe.net/parcc-place/