		<u>SIXTH GRADE</u> Reading Standards for the Archdiocese of Detroit
	*Provide 3	dates for each standard
Initial Date(s)	Literature	
	Key Ideas	and Details
	R.L.6.1	Read closely to determine what the text says explicitly and to make logical inferences from it.
	R.L.6.1a	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	R.L.6.2	• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas distinct from personal opinions or judgments.
	R.L.6.3	• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	R.L.6.4	• Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.
	Craft and	Structure
	R.L.6.5	• Analyze elements and style of narrative genre including, but not limited to: folktales, fantasy, adventure, and action.
	R.L.6.6	Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.
	R.L.6.7	• 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.
	R.L.6.8	• 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, as well as contributing to the development of the theme, setting, or plot.
	R.L.6.9	Analyze how authors use dialogue, imagery, and understatement to develop plot.
	R.L.6.10	• Explain and assess how an author develops the point of view of the narrator or speaker in a text and how point of view or purpose shapes the content and style of a text.
	Integration	n of Knowledge and Ideas
	R.L.6.11	• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	R.L.6.11a	• Compare and contrast the experience of reading literature versus viewing an audio, video, or live version of the text.
	R.L.6.11b	• Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
	R.L.6.12	• Analyze how two or more texts in different forms or genres address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	R.L.6.13	• Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.

R.L.6.14	• State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. friendship, courage, faith).
Range of I	Reading and Level of Text Complexity
R.L.6.15	• Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.
Informatio	onal Text
Key Ideas a	and Details
R.I.6.1	Read closely to determine what the text says explicitly and make logical inferences from it.
R.I.6.1a	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.I.6.2	• Determine central ideas or themes of a text and analyze their development through particular details; summarize the key supporting details and ideas distinct from personal opinions or judgments.
R.I. 6.3	• Analyze in detail how and why individuals, events, and ideas are introduced, illustrated, and developed as well as how they interact over the course of a text (e.g., through anecdotes or examples).
R.I.6.4	• Explain how authors use text features to enhance understanding of central, key and supporting ideas (footnotes, bibliographies, introductions, summaries, conclusions, appendices).
Craft and S	Structure
R.I.6.5	• 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.
R.I.6.6	• Analyze elements and style of informational genres (research report, how-to articles, essays, etc.).
R.I.6.7	• Analyze the structure and organizational patterns of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) contribute to the development of the ideas and relate to each other and the whole.
R.I.6.8	• Determine an author's point of view or purpose in a text and explain how it is conveyed as well as how it shapes the content and style of a text.
Integration	of Knowledge and Ideas
R.I.6.9	• Integrate and evaluate information and content presented in diverse formats and media, including visually and quantitatively, as well as in words.
R.I.6.10	• Trace 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 to determine those that are supported by evidence and those that are not.
R.I.6.11	• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (e.g., a memoir written by and a biography on the same person).
R.I.6.12	Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.
R.I.6.13	• State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. global trends, change over time).

Range of R	Reading and Level of Text Complexity
R.I.6.14	• Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.
R.I.6.14a	• Use reading strategies specific to informational text which focus on using features of the text (ex. headings, bold type, captions, pictures, etc.).
R.I.6.15	 Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex. SQ3R, pattern guides, process of reading guides).
R.I.6.16	• Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the sixth grade text complexity level.
Writing	
Text Types	s and Purposes
W.6.1	• Formulate research questions using multiple resources and perspectives that allow students to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.
W.6.2	• Write persuasive pieces (an opinion statement) or arguments to support claims with clear reasons and relevant evidence.
W.6.2a	Introduce claims and organize the reasons and evidence clearly and in detail.
W.6.2b	• Support claims to the audience with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.
W.6.2c	• Use words, phrases, and clauses to clarify the relationships among claims and reasons.
W.6.2d	• Establish and maintain a formal style.
W.6.2e	• Provide a concluding statement or section that flows from the argument presented.
W.6.3	• Write a personal experience essays for an authentic audience that includes organizational patterns that support key ideas.
W.6.4	• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4a	• 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 aid comprehension.
W.6.4b	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information examples.
W.6.4c	• Convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.6.4d	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.4e	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.4f	Establish and maintain a formal style.
W.6.4g	Provide a concluding statement or section that flows from the information or explanation presented.

W	.6.5	• Write narrative pieces (ex. short story, tall tale, folk tale, fantasy) that develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W	7.6.5a	• Build foundation for the audience by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W	.6.5b	• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or major and minor characters, internal/external conflict, and address issues of plot, theme, and imagery.
W	.6.5c	• Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W	.6.5d	• Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
W	.6.5e	• Provide a conclusion that flows from the narrated experience or events.
W.	.6.6	• Write descriptive pieces with a clear detailed picture of a person, place, thing, or event.
W	.6.7	• Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.
Pr	roduction	and Distribution of Writing
W	.6.8	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W	.6.9	• Exhibit individual style to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
W	.6.10	• With guidance and support from peers and adults, as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.	.6.11	Edit writing using proofreaders' checklists both individually and in peer editing groups.
W	.6.12	• 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.
Re	esearch to	Build and Present Knowledge
W	.6.13	• Apply a variety of pre-writing strategies for both narrative and informational text.
W	.6.14	• Summarize, take notes on key points, and ask clarifying questions pertaining to a research topic.
W	.6.15	• Conduct both short and sustained research projects based on focused questions, drawing on several sources while demonstrating understanding of the subject under investigation; refocus the inquiry when appropriate.
W	.6.16	• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.	.6.17	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Ra	ange of W	riting
W	.6.18	• Build endurance by writing over extended time frames for a range of tasks, purposes, and audiences (time for research, reflection, and revision).
Ha	andwriti	Ig

W.6.19 • Use cursive writing to write legibly across all content areas.
Speaking and Listening
Comprehension and Collaboration
• 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.
S.L.6.1a • 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.
S.L.6.1b • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
S.L.6.1c • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
S.L.6.1d • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
S.L.6.2 • Integrate, interpret, and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; explain how it contributes to a topic, text, or issue under study.
S.L.6.3 • Identify a speaker's affective communications (tone of voice) to the non-verbal message communication (eye contact, posture, gestures).
S.L.6.4 • Evaluate a speaker's point of view, use of evidence and rhetoric, arguments, and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
S.L.6.5 • Identify persuasive and propaganda techniques used in television, and identify false and misleading information.
S.L.6.6 • Analyze, discuss, engage in and promote appropriate listening, viewing, and speaking habits that are in line with Catholic teachings.
Presentation of Knowledge and Ideas
S.L.6.7 • 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.
S.L.6.8 • Present information in such a way that listeners can follow the line of reasoning and that organization, development, and style are appropriate to task, purpose, and audience.
S.L.6.9 • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
S.L.6.10 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
S.L.6.11 • Use rhyme, rhythm, cadence, and word play for effect when presenting.
Oral Prayer
S.L.6.12 • Engage in daily spoken prayers while maintaining appropriate posture, gesture, and eye contact.
Language

L.6.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.6.1a	• Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	• Use intensive (e.g., <i>myself, ourselves</i>), indefinite and predicate pronouns.
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	• Use transitive/intransitive verbs, comparative adjectives/adverbs, adjective/adverb phrases and clauses correctly.
L.6.1f	• Utilize superlatives, conjunctions, and additional parts of speech correctly.
L.6.1g	• 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	Diagram sentences including: subject, predicate, noun, verbs, objects and prepositional phrases.
L.6.3	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.6.3a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.3b	Spell grade appropriate words correctly consulting references when needed.
L.6.4	Use style conventions (MLA) and a variety of grammatical structures in writing.
Knowledge	e of Language
L.6.5	• 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.
L.6.5a	• Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.5b	Maintain consistency in style and tone.
Vocabu	lary Acquisitions and Use
L.6.6	• 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.6.6a	• Use context as a clue to the meaning of a word or phrase.
L.6.6b	• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
L.6.6c	• Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.
L.6.6d	• Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
L. 6.7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L. 6.7a	• Interpret figures of speech (e.g., personification) in context.
L. 6.7b	• Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L. 6.7c	• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, thrifty</i>).

L	L. 6.8	• 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.



<u>SIXTH GRADE</u> Reading Standards for the Archdiocese of Detroit

Literature				
Key Ideas and Details				
R.L.6.1	• Read closely to determine what the text says explicitly and to make logical inferences from it.			
R.L.6.1a	• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
R.L.6.2	• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas distinct from personal opinions or judgments.			
R.L.6.3	• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
R.L.6.4	• Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.			
Craft and Str	ucture			
R.L.6.5	• Analyze elements and style of narrative genre including, but not limited to: folktales, fantasy, adventure, and action.			
R.L.6.6	• Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.			
R.L.6.7	• 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.			
R.L.6.8	• 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, as well as contributing to the development of the theme, setting, or plot.			
R.L.6.9	• Analyze how authors use dialogue, imagery, and understatement to develop plot.			
R.L.6.10	• Explain and assess how an author develops the point of view of the narrator or speaker in a text and how point of view or purpose shapes the content and style of a text.			
Integration o	f Knowledge and Ideas			
R.L.6.11	• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
R.L.6.11a	• Compare and contrast the experience of reading literature versus viewing an audio, video, or live version of the text.			
R.L.6.11b	• Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			
R.L.6.12	• Analyze how two or more texts in different forms or genres address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			

R.L.6.13	• Connect personal knowledge, experiences and understanding of the world to
DI (14	themes and perspectives in text.
R.L.6.14	• State global themes, universal truths, and principles within and across text to
	create a deeper understanding (ex. friendship, courage, faith).
Range of Re	ading and Level of Text Complexity
R.L.6.15	• Independently self-monitor comprehension when reading or listening to text by
	automatically using and discussing the strategies used by mature readers to
	increase comprehension and engage in interpretive discussions: predicting,
	listoning again if uncertain about meaning inferring summerizing
Inform of:	
Informatio	
Key laeas an	
K.I.0.1	• Read closely to determine what the text says explicitly and make logical
DI61 0	Therefores from it.
K.I. 0.1a	• Cite specific textual evidence when writing or speaking to support
R162	Determine control ideas or themes of a text and analyze their development
K .1.0.2	• Determine central lideas of memes of a text and analyze then development through particular details: summarize the key supporting details and ideas distinct
	from personal opinions or judgments
RI63	 Analyze in detail how and why individuals events and ideas are introduced
1111 015	illustrated and developed as well as how they interact over the course of a text
	(e.g., through anecdotes or examples).
R.I.6.4	• Explain how authors use text features to enhance understanding of central, key
	and supporting ideas (footnotes, bibliographies, introductions, summaries,
	conclusions, appendices).
Craft and Str	ucture
R.I.6.5	• 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.
R.I.6.6	• Analyze elements and style of informational genres (research report, how-to
	articles, essays, etc.).
R.I.6.7	• Analyze the structure and organizational patterns of texts, including how specific
	sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,
	scene, or stanza) contribute to the development of the ideas and relate to each
DIGQ	Other and the whole.
K.1.0.8	• Determine an author's point of view of purpose in a text and explain now it is conveyed as well as how it shapes the content and style of a text.
Integration	f Knowledge and Ideas
RI69	 Integrate and evaluate information and content presented in diverse formats and
K.1.0.7	media including visually and quantitatively as well as in words
RI610	 Trace and evaluate the argument and specific claims in a text, including the
1.1.0.10	validity of the reasoning as well as the relevance and sufficiency of the evidence
	to determine those that are supported by evidence and those that are not
R.I.6.11	• Analyze how two or more texts address similar themes or topics in order to build

	knowledge or to compare the approaches the authors take (e.g., a memoir written
D I (10	by and a biography on the same person).
R.I.6.12	 Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text
DI612	Contra a la ha la thanna a mainteana la tractha and animain la arrith in and a mana tart ta
K.I.0.15	• State global themes, universal truins, and principles within and across text to
D (D	create a deeper understanding (ex. global trends, change over time).
Range of Red	ading and Level of Text Complexity
R.I.6.14	• Independently monitor comprehension when reading or listening to text by
	automatically using and discussing the strategies used by mature readers to
	increase comprehension and engage in interpretive discussions: predicting,
	constructing mental images, representing ideas in text, questioning, rereading or
	listening again if uncertain about meaning, inferring, summarizing.
R.I.6.14a	• Use reading strategies specific to informational text which focus on using
	features of the text (ex. headings, bold type, captions, pictures, etc.).
R.I.6.15	• Plan, monitor, regulate, and evaluate skills, strategies, and processes for
	independent reading comprehension by applying appropriate metacognitive skills
	(ex. SO3R, pattern guides, process of reading guides).
R.I.6.16	• Read and comprehend literary nonfiction and informational texts, including
	history/social studies science and technical texts independently and proficiently
	at the sixth grade text complexity level
Writing	
witting	
Text Type	es and Purposes
W.6.1	• Formulate research questions using multiple resources and perspectives that
	allow students to organize, analyze, and explore problems and pose solutions that
	culminate in a presented, final project.
W.6.2	• Write persuasive pieces (an opinion statement) or arguments to support claims
	with clear reasons and relevant evidence.
W.6.2a	• Introduce claims and organize the reasons and evidence clearly and in detail.
W.6.2b	• Support claims to the audience with clear reasons and relevant evidence,
	using credible sources and demonstrating and understanding of the topic or
	text.
W.6.2c	• Use words, phrases, and clauses to clarify the relationships among claims and
	reasons.
W.6.2d	• Establish and maintain a formal style.
W.6.2e	• Provide a concluding statement or section that flows from the argument
	presented.
W.6.3	• Write a personal experience essays for an authentic audience that includes
	organizational patterns that support key ideas.
W.6.4	• Write informative/explanatory texts to examine a topic and convey ideas,
	concepts, and information through the selection, organization, and analysis of
	relevant content.
W.6.4a	• 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
	merade formating (e.g., neurings), graphies (e.g., enarcs, alle

	multimedia, when useful, to aid comprehension.
W.6.4b	• Develop the topic with relevant facts, definitions, concrete details, quotations,
	or other information examples.
W.6.4c	• Convey complex ideas and information clearly and accurately through the
	effective selection, organization, and analysis of content.
W.6.4d	• Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.4e	• Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.4f	Establish and maintain a formal style.
W.6.4g	• Provide a concluding statement or section that flows from the information or explanation presented.
W.6.5	• Write narrative pieces (ex. short story, tall tale, folk tale, fantasy) that develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W.6.5a	• Build foundation for the audience by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.5b	• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or major and minor characters, internal/external conflict, and address issues of plot, theme, and imagery.
W.6.5c	• Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.5d	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
W.6.5e	Provide a conclusion that flows from the narrated experience or events.
W.6.6	• Write descriptive pieces with a clear detailed picture of a person, place, thing, or event.
W.6.7	• Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.
Product	ion and Distribution of Writing
W.6.8	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.9	• Exhibit individual style to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
W.6.10	• With guidance and support from peers and adults, as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.11	• Edit writing using proofreaders' checklists both individually and in peer editing groups.
W.6.12	• 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.6.13	• Apply a variety of pre-writing strategies for both narrative and informational text.
W.6.14	• Summarize, take notes on key points, and ask clarifying questions pertaining to a research topic.
W.6.15	• Conduct both short and sustained research projects based on focused questions, drawing on several sources while demonstrating understanding of the subject under investigation; refocus the inquiry when appropriate.
W.6.16	• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.6.17	• Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of	Writing
W.6.18	• Build endurance by writing over extended time frames for a range of tasks, purposes, and audiences (time for research, reflection, and revision).
Handwrit	ing
W.6.19	• Use cursive writing to write legibly across all content areas.
Speaking a	and Listening
Comprehe	ension and Collaboration
S.L.6.1	• 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.
S.L.6.1a	• 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.
S.L.6.1b	• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
S.L.6.1c	• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
S.L.6.1d	• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
S.L.6.2	• Integrate, interpret, and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; explain how it contributes to a topic, text, or issue under study.
S.L.6.3	• Identify a speaker's affective communications (tone of voice) to the non-verbal message communication (eye contact, posture, gestures).
S.L.6.4	• Evaluate a speaker's point of view, use of evidence and rhetoric, arguments, and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
S.L.6.5	• Identify persuasive and propaganda techniques used in television, and identify false and misleading information.
S.L.6.6	• Analyze, discuss, engage in and promote appropriate listening, viewing, and speaking habits that are in line with Catholic teachings.

Presentat	tion of Knowledge and Ideas
S.L.6.7	• 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.
S.L.6.8	• Present information in such a way that listeners can follow the line of reasoning
	and that organization, development, and style are appropriate to task, purpose,
	and audience.
S.L.6.9	• Make strategic use of digital media and visual displays of data to express
SI 610	information and enhance understanding of presentations.
S.L.6.10	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English
SI 611	Ionna English.
S.L.0.11	• Use mynie, mynini, cadence, and word pray for effect when presenting.
Orol Brow	
SI 612	er
S.L.0.12	• Engage in daily spoken prayers while maintaining appropriate posture, gesture,
Language	
Conventio	ons of Standard English
L.6.1	• Demonstrate command of the conventions of Standard English grammar and
	usage when writing or speaking.
L.6.1a	• Ensure that pronouns are in the proper case (subjective, objective, and
	possessive).
L.6.1b	• Use intensive (e.g., <i>myself, ourselves</i>), indefinite and predicate pronouns.
L.6.1c	• Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous
	antecedents).
L.6.1e	• Use transitive/intransitive verbs, comparative adjectives/adverbs,
	adjective/adverb phrases and clauses correctly.
L.6.1f	• Utilize superlatives, conjunctions, and additional parts of speech correctly.
L.6.1g	• Recognize variations from Standard English in their own and others' writing
	and speaking, and identify and use strategies to improve expression in
1.60	conventional language.
L.6.2	• Diagram sentences including: subject, predicate, noun, verbs, objects and
162	prepositional phrases.
L.0.3	• Demonstrate command of the conventions of Standard English capitalization,
I 6 3a	Lise punctuation (common perentheses, deshes) to set off
L.0.3a	• Ose punctuation (commas, parentneses, dashes) to set on nonrestrictive/parenthetical elements
L 6 3b	Spell grade appropriate words correctly consulting references when needed
L.6.4	• Use style conventions (MI A) and a variety of grammatical structures in writing
L.U.T	- Ose style conventions (wiLA) and a variety of grammatical structures in writing.

Knowledge of Language		
L.6.5	• 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.	
L.6.5a	• Vary sentence patterns for meaning, reader/listener interest, and style.	
L.6.5b	Maintain consistency in style and tone.	
Vocabula	ry Acquisitions and Use	
L.6.6	• 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.6.6a	• Use context as a clue to the meaning of a word or phrase.	
L.6.6b	• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	
L.6.6c	• Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.	
L.6.6d	• Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.	
L. 6.7	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L. 6.7a	• Interpret figures of speech (e.g., personification) in context.	
L. 6.7b	• Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
L. 6.7c	• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>thrifty</i>).	
L. 6.8	• 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.	

		*Provide 3 da	SIXTH GRADE Mathematics Standards for the Archdiocese of Detroit ates for each standard
Initial	Date(s)	Ratios & Pr	coportional Relationships
	(.)	Understand	ratio concepts and use ratio reasoning to solve problems
		6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes the ratio A to C is 1:3 or 1/3."
		6.RP.A.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. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.($75/15=5/1$)".
		6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams (fraction bars), double number line diagrams, or equations.
		6.RP.A.3a	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.A.3b	Find equivalent ratios by scaling up or scaling down.
		6.RP.A.3c	Solve unit rate problems including those involving unit pricing, and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
		6.RP.A.3d	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.A.3e	Calculate part of a number given the percentage and the number (e.g., 20% of \$5 is what part of \$5?).
		6.RP.A.3f	Solve contextual problems involving percentages such as sales taxes and tips.
		6.RP.A.3g	For applied situations, estimate the answers to calculations involving operations with rational numbers (e.g. 1/2 of 55 is about 25).
		6.RP.A.3h	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities (e.g. ¹ / ₂ yard is equivalent to 18 inches).
		6.RP.A.3i	Convert between basic units of measurement within a single measurement system (square inches to square feet).
		The Numbe	er System
		Apply and ex	xtend previous understandings of multiplication and division.
		6.NS.A.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. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the
		quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (a/b) \div (a/b)$
		(c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a
		cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples
	6 NS A 2	Understand division of fractions and whole numbers as the inverse of multiplication (e.g. $4/2=4 \times 1/2$)
	6 NS A 3	Solve for the unknown value in equations such as $1/4 \div n = 1/8$
	6 NS A 4	Solve for the disknown value in equations such as $1/4 \cdot n = 1/6$. Multiply and divide any two fractions, including mixed numbers, fluently
	Commente flor	multiply and divide any two fractions, including finited numbers, fudently.
	Compute flue	ently with multi-algit numbers and find common factors and multiples.
	6.NS.B.5	Fluently divide multi-digit numbers using the standard algorithm.
	6.NS.B.6	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
	6.NS.B.7	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.
	6.NS.B.8	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. For example, express $36 + 8$ as $4(9+2)$. Apply and extend previous understandings of numbers to the system of rational
		numbers.
	6.NS.B.9	Find the greatest common factor and least common multiple for two or more whole numbers using prime factorization.
	Apply and ex	tend previous understandings of numbers to the system of rational numbers.
	6.NS.C.10	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.C.11	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 coordinate.
	6.NS.C.11a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opp
		of a number is the number lisen, e.g., $-(-3) = 3$, and that 0 is its own opposite.
	6 NS C 11h	Understand that 0 is all integer that is neutrel negative not positive.
	0.115.C.110	differ only by signs, the locations of the points are related by reflections across one or both axes
	6 NS C 11c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram: find and position pairs of integers and other
	0.110.0.110	rational numbers on a coordinate plane
L L		

6.NS.C.12	Understand that rational numbers are quotients of integers (non-zero denominators); a rational number is either a fraction or a negative fraction.
6.NS.C.13	Understand that a fraction or a negative fraction is a quotient of two integers (-8/3 is -8÷3).
6.NS.C.13a	Represent rational numbers as fractions or decimals (terminating or repeating) when possible, and translate between the representations.
6.NS.C.14	Add, subtract, multiply, and divide positive rational numbers fluently.
6.NS.C.15	Understand integer subtraction as the inverse of integer addition.
6.NS.C.16	Understand integer division as the inverse of integer multiplication.
6.NS.C.17	Add and multiply integers between -10 and 10; subtract and divide integers using the related facts. Use the number line and chip models for addition and subtraction.
6.NS.C.18	Understand and use positive exponents with integers.
6.NS.C.18a	Express numbers in scientific notation.
6.NS.C.19	Understand the concept of square root and cube root.
6.NS.C.20	Understand ordering and absolute value of rational numbers.
6.NS.C.20a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
6.NS.C.20b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.
6.NS.C.20c	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. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.
6.NS.C.20d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.
6.NS.C.21	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	& Equations
Apply and ex	tend previous understandings of arithmetic to algebraic expressions.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers (variables).

6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y
	from 5" as $5 - y$, or 8 is less than y as y - 8.
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, difference, product, quotient, term, factor, coefficient, variable, constant); view
	one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as
	both a single entity and a sum of two terms.
6.EE.A.2c	Evaluate expressions. Include expressions that arise from formulas used in real-world problems. For example, use the formulas $V = s^3$ and $A = 6$
	s^{-} to find the volume and surface area of a cube with sides of length $s = 1/2$. (Order of Operations).
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to
	produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6 (4x)$
	(+ 3y); apply properties of operations to $y + y + y$ to produce the equivalent expression 3y.
6.EE.A.4	Identify and explain when two expressions are equivalent. For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the
	same number regardless of which number y stands for.
Reason abou	it and solve one-variable equations and inequalities.
6.EE.B.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.B.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.B.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.B.8	Distinguish between an algebraic expression and an equation.
6.EE.B.9	Understand that adding or subtracting the same number to both sides of an equation creates a new equation that has the same solution.
6.EE.B.10	Understand that multiplying or dividing both sides of an equation by the same non-zero number creates a new equation that has the same
	solutions.
6.EE.B.11	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 an	nd analyze quantitative relationships between dependent and independent variables.
6.EE.C.12	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. For example, in a problem involving
	motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship
	between distance and time.

Represent L	inear Functions Using Tables, Equations, and Graphs
6.EE.D.13	Understand that relationships between quantities can be represented by graphs and tables.
6.EE.D.14	Solve simple problems involving linear functions whose input values are integers; write the equation; graph the resulting ordered pairs of integers.
6.EE.D.15	Represent simple relationships between quantities using verbal descriptions, formulas or equations, tables, and graphs.
Geometry	
Solve real-w	vorld and mathematical problems involving area, surface area, and volume.
6.G.A.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.A.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.A.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.A.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.
6.G.A.5	Understand and apply basic properties of lines, and angles.
6.G.A.5a	Understand congruence of corresponding and alternate interior angles when parallel lines are cut by transversal, and that such congruencies imply parallel lines.
6.G.A.5b	Locate interior and exterior angles of any triangle, and use the property that an exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles.
6.G.A.6	Understand and apply basic properties of triangles, including: triangle inequality relationships of vertical angles, complementary angles, supplementary angles.
6.G.A.7	Understand that for polygons, congruence means corresponding sides and angles have equal measures.
6.G.A.7a	know that the sum of the exterior angles of a convex polygon is 360°.
6.G.A.8	Understand the basic rigid motions (transformations) in the plane (reflections, rotations, translations).
6.G.A.8a	Understand and use simple compositions of basic rigid transformations (a translation followed by reflection).
Statistics &	Probability
Develop und	lerstanding of statistical variability.
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one

		anticipates variability in students' ages.
	6.SP.A.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.A.3	Recognize that a measure of center (median and/or mean) 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 a	and describe distributions.
	6.SP.B.4	Display numerical data in plots on a number line, including dot plots, circle graphs, stem and leaf plots, histograms, box and whisker plots, and
		select appropriate representation to address questions.
	6.SP.B.5	Summarize numerical data sets in relation to their context.
	6.SP.B.5a	Reporting the number of observations.
	6.SP.B.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
	6.SP.B.5c	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.
	6.SP.B.5d	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.



SIXTH GRADE Mathematics Standards for the Archdiocese of Detroit

Ratios & Proportional Relationships		
Understand ratio concepts and use ratio reasoning to solve problems		
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio	
	relationship between two quantities. For example, "The ratio of wings to	
	beaks in the bird house at the zoo was 2:1, because for every 2 wings there	
	was 1 beak." "For every vote candidate A received, candidate C received	
	nearly three votes the ratio A to C is 1:3 or 1/3."	
6.RP.A.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. For	
	example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so	
	there is 3/4 cup of flour for each cup of sugar." "We paid \$/5 for 15	
	hamburgers, which is a rate of \$5 per hamburger.(75/15=5/1)".	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical	
	problems, e.g., by reasoning about tables of equivalent ratios, tape	
	diagrams (fraction bars), double number line diagrams, or equations.	
6.RP.A.3a	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.A.30	Find equivalent ratios by scaling up or scaling down.	
6.RP.A.3c	Solve unit rate problems including those involving unit pricing, and	
	constant speed. For example, if it took / hours to mow 4 lawns, then at that	
	rate, how many lawns could be mowed in 35 hours? At what rate were	
	lawns being mowed?	
6.RP.A.30	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	
ϵ DD $\wedge 2_{2}$	Coloulots part of a number given the percent.	
0.KP.A.5e	Calculate part of a number given the percentage and the number (e.g., 20%	
6 DD A 2f	Solve contextual problems involving percentages such as cales taxes and	
0.KF.A.JI	tipe	
6 PP A 3g	For applied situations, estimate the answers to calculations involving	
0.IXI .A.5g	operations with rational numbers (e.g. $1/2$ of 55 is about 25).	
6.RP.A.3h	Use ratio reasoning to convert measurement units: manipulate and	
	transform units appropriately when multiplying or dividing quantities (e.g.	
	$\frac{1}{2}$ yard is equivalent to 18 inches).	
6.RP.A.3i	Convert between basic units of measurement within a single measurement	
	system (square inches to square feet).	
The Number	System	
Apply and extend previous understandings of multiplication and division.		

6.NS.A.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. For example, create a
	story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the
	quotient; use the relationship between multiplication and division to
	explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, (a/b)
	$\dot{-}$ (c/d) = ad/bc.) How much chocolate will each person get if 3 people
	share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3
	of a cup of vogurt? How wide is a rectangular strip of land with length 3/4
	mi and area 1/2 square mi? Compute fluently with multi-digit numbers and
	find common factors and multiples.
6.NS.A.2	Understand division of fractions and whole numbers as the inverse of
	multiplication (e.g., $4/2=4 \times 1/2$).
6.NS.A.3	Solve for the unknown value in equations such as $1/4 \div n = 1/8$.
6.NS.A.4	Multiply and divide any two fractions, including mixed numbers, fluently.
Compute fluer	ntly with multi-digit numbers and find common factors and multiples
6 NS B 5	Fluently divide multi-digit numbers using the standard algorithm
C NG D C	Fluently add subtrast multiply and divide multi-digit desimals using the
0.115.D.0	standard algorithm for each operation
6 NG D 7	Find the greatest common factor of two whole numbers loss then or equal
0.INS.D./	to 100 and the least common multiple of two whole numbers less than or
	actual to 12
6.NS.B.8	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. For argumla arms 36 ± 8 as $4(0 \pm 2)$ Annly
	with no common factor. For example, express $50 + 8$ as $4(9+2)$. Apply
	and extend previous understandings of numbers to the system of rational
	numbers.
6.NS.B.9	Find the greatest common factor and least common multiple for two or
	more whole numbers using prime factorization.
Apply and ext	end previous understandings of numbers to the system of rational numbers.
6.NS.C.10	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.C.11	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
	coordinate.
6.NS.C.11a	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.
	Understand that 0 is an integer that is neither negative nor positive.
6.NS.C.11b	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.C.11c	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.C.12	Understand that rational numbers are quotients of integers (non-zero
	denominators); a rational number is either a fraction or a negative fraction.
6.NS.C.13	Understand that a fraction or a negative fraction is a quotient of two
	integers $(-8/3 \text{ is } -8\div3)$.
6.NS.C.13a	Represent rational numbers as fractions or decimals (terminating or
	repeating) when possible, and translate between the representations.
6.NS.C.14	Add, subtract, multiply, and divide positive rational numbers fluently.
6.NS.C.15	Understand integer subtraction as the inverse of integer addition.
6.NS.C.16	Understand integer division as the inverse of integer multiplication.
6.NS.C.17	Add and multiply integers between -10 and 10; subtract and divide integers
	using the related facts. Use the number line and chip models for addition
	and subtraction.
6.NS.C.18	Understand and use positive exponents with integers.
6.NS.C.18a	Express numbers in scientific notation.
6.NS.C.19	Understand the concept of square root and cube root.
6.NS.C.20	Understand ordering and absolute value of rational numbers.
6.NS.C.20a	Interpret statements of inequality as statements about the relative position
	of two numbers on a number line diagram. For example, interpret $-3 > -7$
	as a statement that -3 is located to the right of -7 on a number line
	oriented from left to right.
6.NS.C.20b	Write, interpret, and explain statements of order for rational numbers in
	real-world contexts. For example, write $-3 \ ^{\circ}C > -7 \ ^{\circ}C$ to express the fact
	that $-3 \ ^{\circ}C$ is warmer than $-7 \ ^{\circ}C$.
6.NS.C.20c	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. For example, for an account
	balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in
	dollars.
6.NS.C.20d	Distinguish comparisons of absolute value from statements about order.
	For example, recognize that an account balance less than -30 dollars
1	represents a debt greater than 30 dollars.

6.NS.C.21	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	& Equations
Apply and ext	end previous understandings of arithmetic to algebraic expressions.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number
	exponents.
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers (variables).
6.EE.A.2a	Write expressions that record operations with numbers and with letters
	standing for numbers. For example, express the calculation "Subtract y
	from 5" as $5 - y$, or 8 is less than y as $y - 8$.
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, difference,
	product, quotient, term, factor, coefficient, variable, constant); view one or
	more parts of an expression as a single entity. For example, describe the
	expression 2 $(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a
	single entity and a sum of two terms.
6.EE.A.2c	Evaluate expressions. Include expressions that arise from formulas used in
	real-world problems. For example, use the formulas $V = s^{\circ}$ and $A = 6 s^{\circ}$ to
	find the volume and surface area of a cube with sides of length $s = 1/2$.
	(Order of Operations).
0.EE.A.3	Apply the properties of operations to generate equivalent expressions. For a_{ij}
	example, apply the distributive property to the expression $5(2 + x)$ to produce the equivalent expression $6 + 3x$, apply the distributive property
	produce the equivalent expression $0 + 3x$, apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression 6 (4x)
	to the expression $24x + 16y$ to produce the equivalent expression $0(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent
	5y, apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$
6.EE.A.4	Identify and explain when two expressions are equivalent. For example.
	the expressions $v + v + v$ and $3v$ are equivalent because thev name the
	same number regardless of which number y stands for.
Reason about	and solve one-variable equations and inequalities.
6.EE.B.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.B.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.B.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.B.8	Distinguish between an algebraic expression and an equation.
6.EE.B.9	Understand that adding or subtracting the same number to both sides of an
	equation creates a new equation that has the same solution.
6.EE.B.10	Understand that multiplying or dividing both sides of an equation by the
	same non-zero number creates a new equation that has the same solutions.
6.EE.B.11	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	l analyze quantitative relationships between dependent and independent
variables.	
6.EE.C.12	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. For example, in a problem involving
	motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 651$ to represent the relationship between
	times, and write the equation $a = 0.51$ to represent the relationship between distance and time
Dama a surt Lin	en Ennetiene Using Tables, Ennetiene und Combe
Kepreseni Lin	Understand that relationships between quantities can be represented by
0.EE.D.15	graphs and tables
6 FE D 14	Solve simple problems involving linear functions whose input values are
0.LL.D.14	integers: write the equation: graph the resulting ordered pairs of integers
6 EE D 15	Represent simple relationships between quantities using verbal
	descriptions, formulas or equations, tables, and graphs.
Geometry	
Selveneeleve	
Solve real-wo	ria ana mathematical problems involving area, surface area, ana volume.
6.G.A.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
60 1 2	Find the volume of a right regtongular prior with frequencies longths
0.G.A.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
	and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V - I w h$ and $V - h h$ to
	find volumes of right rectangular prisms with fractional edge lengths in the
	context of solving real-world and mathematical problems
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices:
5.0.1.0	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.A.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.
6.G.A.5	Understand and apply basic properties of lines, and angles.
6.G.A.5a	Understand congruence of corresponding and alternate interior angles
	when parallel lines are cut by transversal, and that such congruencies imply
	parallel lines.
6.G.A.5b	Locate interior and exterior angles of any triangle, and use the property
	that an exterior angle of a triangle is equal to the sum of the remote
	(opposite) interior angles.
6.G.A.6	Understand and apply basic properties of triangles, including: triangle
	inequality relationships of vertical angles, complementary angles,
	supplementary angles.
6.G.A.7	Understand that for polygons, congruence means corresponding sides and
	angles have equal measures.
6.G.A.7a	know that the sum of the exterior angles of a convex polygon is 360°.
6.G.A.8	Understand the basic rigid motions (transformations) in the plane
	(reflections, rotations, translations).
6.G.A.8a	Understand and use simple compositions of basic rigid transformations (a
	translation followed by reflection).
Statistics	& Probability
Develop unde	prestanding of statistical variability
Develop unde	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the
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6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5 6.SP.B.5a 6.SP.B.5a 6.SP.B.5b	 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. 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. Recognize that a measure of center (median and/or mean) 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. Indescribe distributions. Display numerical data in plots on a number line, including dot plots, circle graphs, stem and leaf plots, histograms, box and whisker plots, and select appropriate representation to address questions. Summarize numerical data sets in relation to their context. Reporting the nature of the attribute under investigation, including how it use measure of an of the attribute under investigation, including how it use measure of the attribute under investigation, including how it use measure of the attribute under investigation, including how it use measure of and its units of measurement.
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6.SP.B.5d	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.



Sixth Grade Social Studies Standards for the Archdiocese of Detroit

HISTORY	
ERA 1 – Beginnings to 1620	
H1	The World in Temporal Terms: Historical Habits of Mind
	Evaluate evidence; compare and contrast information; interpret the historical record; and develop sound historical arguments and perspectives on
	which informed decisions in contemporary life can be based.
H1.1	Temporal Thinking
	Use historical conceptual devices to organize and study the past.
	Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects
	cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, earth-sun-and-moon
	relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of the world's population
	and have lasting significance for future generations and to explain change and continuity.
6-H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
6 – H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Julian calendar,
	Gregorian calendar - B.C. /A.D.; contemporary secular- B.C.E. /C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).
H1.2	Historical Inquiry and Analysis
	Use historical inquiry and analysis to study the past.
	History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives),
	recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely
	in term of norms and values of today), and explain that historical events often are the result of multiple causations. Students will conduct their own
	inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.
6 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology,
	historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
6-H1.2.2	Analyze a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it
	happened, what events led to the development, and what consequences or outcomes followed.
6 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
6-H1.2.4	Compare and evaluate competing historical perspectives about the past based on evidence.
6 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
6 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas, (Africa, Australia, Europe, Asia), and adapted to a variety of
	environments.
H1.3	Historical Understanding
	Use historical concepts, patterns, and themes to study the past.
	Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings.
	These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of

	human activity.
6 – H1.3.1	Describe cultural institutions and use them to study an era and a region (political, economic, Catholic and other religions/beliefs, science/technology,
	written language, education, family).
6-H1.3.2	Describe themes of history and use them to study patterns of change and continuity.
6 – H1.3.3	Use historical perspectives to analyze global issues faced by humans long ago and today.
Era 1 – The	Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.
	Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental,
	biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world,
	and the causes and consequences of the growth of agriculture.
E1.1	Peopling of the Earth
	Describe the spread of people in the Eastern Hemisphere in Era 1. In the first era of human history, people spread throughout the world. As communities
	of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and
	Australia.
6-E1.1.1	Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a
	variety of environments.
6 – E1.1.2	Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
E1.2	Agricultural Revolution
	Describe the Agricultural Revolution and explain why it was a turning point in history. The Agricultural Revolution was a major turning point in history
	that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses,
	and the development of sedentary settlement.
6-E1.2.1	Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for
	irrigation, adequate precipitation, and suitable growth season).
6-E1.2.2	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
<	
6-E1.2.3	Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Y anglze, Indus
	River Valley, fights/Euphrales, and Mile).
Era 2 – Early	y Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.
	Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.
E2.1	Early Civilizations and Early Pastoral Societies
	Analyze early Eastern Hemisphere civilizations and pastoral societies.
	During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and
	techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of
	Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian
	societies involving both conflict and mutual dependence.

6 – E2.1.1	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
	verbal vocalizations
	• standardization of physical (e.g., rock, bird) and abstract (e.g., love, fear) words
	• pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions).
6-E2.1.2	Analyze and describe major river systems by using historical and modern maps and other sources to locate and discuss the ways these physical settings
	supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
6 – E2.1.3	Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources
	and technology, division of labor and forms of communication).
6-E2.1.4	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow,
	wheel, bronze metallurgy).
6 – E2.1.5	Describe pastoralism explaining how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.
Era 3 – Class	sical Traditions, World Religions, and Major Empires, 1000 B.C.E. /B.C. to 300 C.E. /A.D.
	Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.
	During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia.
	Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of
	skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and
	cultural styles that would influence neighboring peoples and endure for centuries.
E3.1	Classical Traditions in Regions of the Eastern Hemisphere
	Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in
	India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.
6-E3.1.1	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and
	have endured for several centuries).
6-E3.1.2	Locate and describe the geographic characteristics of three major empires of this era using historic and modern maps that includes physical features and
	climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
6-E3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.
6-E3.1.4	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
6 – E3.1.5	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art,
	architecture and culture, science, technology and mathematics, political life and ideas, philosophy and ethical beliefs, and military strategy.
6-E3.1.6	Locate and describe trade networks among ampires in the classical are using historic and modern mans
6 5217	Locate and describe trade networks among empires in the classical era using instoric and modern maps.
6 - E3.1.7	Describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and
6 – E3.1.7	Describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks) using a case study.
6-E3.1.7 6-E3.1.8	Describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks) using a case study. Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining
6 – E3.1.7 6 – E3.1.8	Describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks) using a case study. Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
6 - E3.1.7 6 - E3.1.8 6 - E3.1.9	Describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks) using a case study. Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
6 - E3.1.7 6 - E3.1.8 6 - E3.1.9 6 - E3.1.10	Describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks) using a case study. Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. Create a time line that illustrates the rise and fall of classical empires during the classical period.

	Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance.	
	(Islam is included here even though it came after 300 C.E. /A.D.) Six of the world's major faiths and ethical systems emerged establishing institutions,	
	systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.	
6 – E3.2.1	Identify and describe the beliefs of the five major world religions.	
6 – E3.2.2	Compare and contrast other world religions with Catholicism.	
6 – E3.2.3	Identify the geographical center of major religions by mapping the spread through the 3rd century C.E./A.D.	
6 – E3.2.4	Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-	
	Eurasia.	
GEOGRAPH	GEOGRAPHY	
G1	The World in Spatial Terms: Geographical Habits of Mind	
	Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and	
	analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural	
	environment. Identify and access information; evaluate it using criteria based on concepts and theme; and use geography in problem solving and	
	decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize	
	information and inform their study of the world.	
G1.1	Spatial Thinking	
	Use maps and other geographic tools to acquire and process information from a spatial perspective. Geographers use published maps, sketch (mental)	
	maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective.	
	World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in	
	presenting information that can be compared, contrasted, and examined to answer the questions "Where is something located?" and "Why is it located	
	there?" Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific	
	place.	
6 – G1.1.1	Explain and use a variety of maps, globes, and web based geography technology to study the world including global, interregional, regional, and local	
	scales.	
6 – G1.1.2	Demonstrate knowledge of the Eastern Hemisphere by drawing an accurate sketch map from memory showing the major regions (Africa, Asia, Europe,	
-	Australia/Oceania, and Antarctica).	
G1.2	Geographical Inquiry and Analysis	
	Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations	
	within the larger world context. Geographers use information and skills to reach conclusions about significant questions regarding the relationships	
	between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own	
	conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information,	
	their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.	
6 – G1.2.1	Identity the major landtorms, rivers and climate regions of the Eastern Hemisphere.	
6 – G1.2.2	Explain why maps of the same place vary as a result of the cultural or historical background of the cartographer.	
6 – G1.2.3	Use observations from photographs, videos, electronic devices, as the basis for answering geographic questions about the human and physical	
	characteristics of places and regions.	
6 – G1.2.4	Explain the general population distribution of the Eastern Hemisphere using a map to analyze the patterns, and propose two generalizations about the	
	location and density of the population.	

6 – G1.2.5	Locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions by using
	information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote
	sensing.
6 – G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing
	geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
G1.3	Geographical Understanding
	Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial
	perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of
	geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the
	organizations of people, places, and environments at different scales and is central to geographic literacy.
6 – G1.3.1	Describe regions or places on earth using the fundamental themes of geography (location, place, human environment interaction, movement, and
	region).
6 – G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
G2	Places and Regions
	Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the
	physical and human characteristics of places and regions.
G2.1	Physical Characteristics of Place
	Describe the physical characteristics of places.
6 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
6 – G2.1.2	Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the
	Eastern Hemisphere.
G2.2	Human Characteristics of Place
	Describe the human characteristics of places.
6 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
6 – G2.2.2	Explain how communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban
	migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and
	automobiles).
6 – G2.2.3	Analyze how culture and experiences influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have
	historic buildings, northern places are cold, equatorial places are very warm).
G3	Physical Systems
	Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying
	ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.
G3.1	Physical Processes
	Describe the physical processes that shape the patterns of the Earth's surface.
6 – G3.1.1	Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make
	predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).
C 2.2	Engratoma

	Describe the characteristics and spatial distribution of ecosystems on the Earth's surface. The characteristics of major ecosystems on Earth's surface
	include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.
6 – G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of
	vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
6 – G3.2.2	Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other
	ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).
G4	Human Systems
	Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop
	communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.
G4.1	Cultural Mosaic
	Describe the characteristics, distribution and complexity of Earth's cultural mosaic. People are central to the study of geography. The characteristics,
	distribution, and complexity of human cultures create a cultural mosaic.
6 – G4.1.1	7 - G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of
	sports, music, architecture, television, Internet, Bantu languages in Africa, Christianity and Islam in Western Europe).
6 – G4.1.2	Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.
G4.2	Technology Patterns and Networks
	Describe how technology creates patterns and networks that connect people, products and ideas. Technology affects the patterns and networks that
	develop on Earth and that enable people, products, and ideas to be exchanged.
6 – G4.2.1	Describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities
	for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for
	communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice
	and image messages on electronic networks such as the Internet).
G4.3	Patterns of Human Settlement
	Describe patterns, processes and functions of human settlement. Human settlements have a powerful influence in shaping the world's different cultural
	mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and
	ideas (scientific, technological, religious).
6 – G4.3.1	Describe the modifications that were necessary for places in the Eastern Hemisphere, that have been modified, to become suitable for settlement (e.g.,
	Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become decertified in Africa).
6 - G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and
	navigable rivers, regions under environmental stress such as the Sahel).
G4.4	Forces of Cooperation and Conflict
	Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface. Forces of cooperation and
	conflict divide Earth's space and involve the control of land, resources, strategic routes, and domination of other peoples.
6 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture,
	wealth).
6 - G4.4.2	Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not
	others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).
6-G4.4.3	Describe the cultural conflicts between various religious groups.

G5.1	Humans and the Environment
	Describe how human actions modify the environment.
6 – G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere
	(water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in
	European Rivers).
6-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in
	North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).
6-G5.1.3	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in
	one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation
	downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).
G5.2	Physical and Human Systems
	Describe how physical and human systems shape patterns on the Earth's surface.
6-G5.2.1	Describe the effects that a change in the physical environment has on human activities and the choices people make in adjusting to the change (e.g.,
	drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).
G6	Global Issues Past and Present
	Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects
	that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside
	the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics
	and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.
G6.1	Public Discourse, Decision Making, and Citizen Involvement
	Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues
	and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year
	the students will complete at least two capstone projects.
6 – G6.1.1	Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action
	Contemporary Investigation Topics
	Investigate the significance of conflict, stability, and change in governmental systems within the region. (Conflict, Stability, and Change)
	• Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences. (Diversity and
	Nationalism)
	• Investigate urbanization and its consequences for the world's population. (Urbanization)
	• Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource. (Oil and Society)
	• Investigate issues affecting children such as health, labor, and war. (Children in the World)
	• Explain the significance of and barriers to regional cooperation. (Regional Cooperation)

6 - G6 1 2	Conduct research on global tonics and issues, compose persuasive essays, and develop a plan for action	
0 00.1.2	Eno 1	
	• Investigate how population growth affects resource availability. (Population Growth and Resources)	
	 Investigate the significance of migrations of peoples and the resulting benefits and challenges. (Migration) 	
	Era 2	
	• Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people. (Sustainable	
	Agriculture)	
	Era 3	
	 Investigate economic effects on development in a region and its ecosystems and societies (Development) 	
	 Investigate conflict that arises from varying religious beliefs. (Religious Conflict) 	
	• Investigate connect that arises noni varying rengious benefs. (Kengious connect)	
CIVICS ANI) GOVERNMENT	
C1	Purposes of Government	
	Analyze how people identify, organize, and accomplish the purposes of government.	
C1.1	Nature of Civic Life, Politics, and Government	
	Describe civic life, politics and government and explain their relationships. Political scientists analyze why people engage in the political process; the	
	role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity	
	of government.	
6 – C1.1.1	Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that	
	occur in monarchies, theocracies, dictatorships, and representative governments.	
C2	Structure and Functions of Government	
02	Explain that apparements are structured to serve the people by describing the major activities of apparement including making and enforcing law	
	Explain that governments are structured to serve the people by describing the major activities of government, including making and enjorcing taw	
	providing services and benefits to individuals and groups, assigning individual and conective responsibilities, generating revenue, and providing	
C26	Characteristics of Nation States	
C2.0	Characteristics of Nation-States	
	Describe the characteristics of nation-states and now nation-states may interact. The world is organized pointically into nation-states; each nation-state	
	claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and	
6 62 6 1	sanctions, which may be peaceful or may involve the use of force.	
6 - C2.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws,	
	and government) and how Eastern Hemisphere nations interact.	
C3	Relationship of United States to Other Nations and World Affairs	
	Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and	
	incentives, and military force and threat of force.	
C3.3	Conflict and Cooperation Between and Among Nations	
	Explain the various ways that nations interact both positively and negatively. Governmental and nongovernmental organizations provide avenues	
	through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.	
6 – C3.3.1	Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g.,	

	population pressures in China compared to Sweden: international immigration quotas, international aid, energy needs for natural gas and oil and military
	aid)
6 - C3.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).
6 - C3 3 3	Explain why governments belong to different types of international and regional organizations (e.g. United Nations (UN) North Atlantic Treaty
0-05.5.5	Organization (NATO) Organization of the Petroleum Exporting Countries (OPEC) European Union (EU) and African Union (AU), G-8 countries
	(leading economic/political))
FCONOMIC	(reading economic/pointear)).
ECONOMIC E1	The Menhot Freezen
EI	The Market Economy
	Describe the market economy in terms of the relevance of limitea resources, now individuals and institutions make and evaluate decisions, the role of
	incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market
	economy.
E1.1	Individual, Business, and Government Choices
	Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy. Individuals,
	businesses, industries, and governments confront scarcity and choice when organizing, producing and using productive resources (land, labor, capital) to supply the market place.
6-E1.1.1	Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).
6-E1.1.2	Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households
	by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).
E2	The National Economy
	Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a
	provider of goods and services within a national economy.
E2.1	Role of Government
	Describe how national governments' decisions affect the national economy and impact Governmental decisions on taxation, spending, protections, and
	regulation affect the national economy.
6-E2.1.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs
	enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S.
	economy in particular).
E3	International Economy
	Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the
	comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.
E3.1	Economic Interdependence
	Describe patterns and networks of economic interdependence, including trade. Economic interdependence (trade) and economic development result in
	challenges and benefits for individuals, producers, and governments.
6-E3.1.1	Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum
	Africa, mineral resources in Asia).
6 – E3.1.2	Demonstrate knowledge of the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing) by diagraming
	or mapping the movement of a consumer product from where it is manufactured to where it is sold.
6-E3.1.3	Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past

	decade and comparing the data with trend data on the total value of imports and exports over the same period.
6-E3.1.4	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices,
	international work teams, international companies).
E4.3	Economic Systems
	Describe how societies organize to allocate resources to produce and distribute goods and services. An economic system is the institutional framework
	that a society uses to allocate its resources to produce and distribute goods and services. Every modern economy is a "mixed system," having some
	features characteristic of traditional, command, and market economies. The "mix" varies from one economy to another.
6-E4.3.1	Explain and compare how economic systems (traditional, command, and market) answering four basic questions: What should be produced? How will it
	be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in
	North Korea; and the transition to market economies in Vietnam and China).
Public Discourse, Decision Making, and Citizen Involvement	
P1.1	Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement
6 – P1.1.1	State an issue as a question or public policy, then trace the origins of the issue, analyze and synthesize various perspectives, and generate and evaluate
	alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write
	persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on
	matters of public policy, report the results, and evaluate effectiveness.
	 Identify public policy issues related to global topics and issues studied.
	• Clearly state the issue as a question of public policy orally or in written form.
	• Use inquiry methods to acquire content knowledge and appropriate data about the issue.
	 Identify the causes and consequences and analyze the impact, both positive and negative.
	 Share and discuss findings of research and issue analysis in group discussions and debates.
	 Compose a persuasive essay justifying the position with a reasoned argument.
	 Develop an action plan to address or inform others about the issue at the local to global scales.
P1.2	Citizen Involvement
	Act constructively to further the public good.
6 – P1.2.1	Demonstrate knowledge of how, when, and where individuals plan and conduct activities intended to advance views in matters of public policy,
	reporting the results, and evaluating the effectiveness.
6 – P1.2.2	Engage in activities intended to contribute to solving a national or international problem studied.
6 – P1.2.3	Participate in projects to help or inform others (e.g., Catholic service learning projects to promote social justice).