



MOUNT PROSPECT SCHOOL DISTRICT 57

Westbrook - Fairview - Lions Park - Lincoln

"Inspiring every student, every day to reach their full potential"

Grade Level Objectives

Sixth Grade

Mount Prospect School District 57

Department of Teaching and Learning
701 West Gregory • Mount Prospect, Illinois 60056
www.d57.org



LANGUAGE ARTS

READING

Reading Literature

A sixth grade student:

- cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determines a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- describes how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- explains how an author develops the point of view of the narrator or speaker in a text.
- compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- reads and comprehends literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.

Reading Informational Text

A sixth grade student:

- cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



- determines a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- determines an author's point of view or purpose in a text and explain how it is conveyed in the text.
- integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- compares and contrasts one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- reads and comprehends literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.

WRITING/GRAMMAR

Writing

Students are expected to demonstrate the following writing skills, with increased complexity, sixth through eighth grade.

A sixth grade student:

- writes arguments to support claims with clear reasons and relevant evidence.
- writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



- writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- can, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- uses 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.
- conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- gathers relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- draws evidence from literary or informational texts to support analysis, reflection, and research.
- writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Language

A sixth grade student:

- demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- uses knowledge of language and its conventions when writing, speaking, reading, or listening.
- determines or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content, choosing flexibly from a range of strategies.
- demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
- acquires and uses 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.

Speaking and Listening

A sixth grade student:

- engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on sixth grade topics, texts, and issues, building on others' ideas and expressing their own clearly.
- interprets information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- presents 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.
- includes multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See sixth grade Language standards 1 and 3 for specific expectations.)



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Resources:

Pearson Common Core Literature, Pearson Education, Inc., ©2015

www.pearsonschool.com

Write Source, Great Source Education Group, a Division of Houghton Mifflin, ©2005

www.hmhco.com

Word Wisdom, Zaner-Bloser, ©2017

www.zaner-bloser.com/vocabulary/word-wisdom

Schoolwide Units of Study, Schoolwide

www.schoolwide.com/writing-fundamentals



MATHEMATICS

Ratios and Proportional Relationships

Standard Level

A sixth grade student:

- understands ratio concepts and uses ratio reasoning to solve problems.

Honors Level

A sixth grade student:

- analyzes proportional relationships and uses them to solve real-world and mathematical problems.

Number System

Standard Level

A sixth grade student:

- applies and extends previous understandings of multiplication and division to divide fractions by fractions.
- computes fluently with multi-digit numbers and finds common factors and multiples.
- applies and extends previous understandings of numbers to the system of rational numbers.

Honors Level

A sixth grade student:

- applies and extends previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Accelerated Level

A sixth grade student:

- knows that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

Standard Level

A sixth grade student:

- applies and extends previous understandings of arithmetic to algebraic expressions.
- reasons about and solves one-variable equations and inequalities.
- represents and analyzes quantitative relationships between dependent and independent variables.

Honors Level



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A sixth grade student:

- uses properties of operations to generate equivalent expressions.
- solves real-life and mathematical problems using numerical and algebraic expressions and equations.

Accelerated Level

A sixth grade student:

- works with radicals and integer exponents.
- understands the connections between proportional relationships, lines, and linear equations.
- analyzes and solves linear equations and pairs of simultaneous equations.



Geometry

Standard Level

A sixth grade student:

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

Honors Level

A sixth grade student:

- draws, constructs, and describes geometrical figures and describes the relationship between them.
- solves real-life and mathematical problems involving angle measure, area, surface area, and volume.

Accelerated Level

A sixth grade student:

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and applies the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

Standard Level

A sixth grade student:

- develops understanding of statistical variability.
- summarizes and describes distributions.

Honors Level

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and applies the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Accelerated Level

A sixth grade student:

- investigates patterns of association in bivariate data.

Functions

Accelerated Level

A sixth grade student:

- defines, evaluates, and compares functions.



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- uses functions to model relationships between quantities.

Resources:

Big Ideas Math, ©2014

[NGL.Cengage.com/BigIdeas](https://www.ngl.cengage.com/BigIdeas)



SCIENCE

A sixth grade student:

- develops a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.
- collects data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- develops and uses a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- plans an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- constructs a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6 billion year old history.
- develops a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- constructs an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and special scales.
- analyzes and interprets data on natural hazards to forecast future catastrophic events and informs the development of technologies to mitigate their effects.
- analyzes and interprets data on the distribution of fossils and rocks, continental shapes and seafloor structures to provide evidence of the past plate motions.
- constructs a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy and groundwater resources are the result of past and current geological processes.
- constructs an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- asks questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- gathers and makes sense of information to describe that synthetic materials come from natural resources and impact society.



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- develops and uses a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- analyzes and interprets data to determine scale properties of objects in the solar system.

Resources:

FOSS (Full Option Science System)

Earth Science

- Earth History
 - Planetary Science
 - Weather and Water
- <http://www.fossweb.com>



SOCIAL SCIENCE

Inquiry

A sixth grade student:

- creates essential questions to help guide inquiry about a topic.
- asks essential and focusing questions that will lead to independent research.
- determines sources representing multiple points of view that will assist in organizing a research plan.
- determines the value of sources by evaluating their relevance and intended use.
- appropriately cites all sources utilized.
- constructs arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
- critiques the structure and credibility of arguments and explanations.
- analyzes how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Civics

A sixth grade student:

- identifies roles played by citizens (voters, jurors, taxpayers, military, protesters, and office-holders).
- describes the origins, purposes, and impact of constitutions, laws, treaties and international agreements.
- compares the means by which individuals and groups change societies, promote the common good, and protect rights.
- explains the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
- applies civic virtues and democratic principles in school and community settings.
- determines whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.

Economics

A sixth grade student:

- explains how economic decisions affect the well-being of individuals, businesses, and society.
- analyzes the role of innovation and entrepreneurship in market economy.



- explains why standards of living increase as productivity improves.
- analyzes the relationship between skills, education, jobs, and income.
- explains the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.

Geography

A sixth grade student can:

- uses geographic representations to explain relationships between the locations and changes in their environment.
- explains how humans and their environment affect one another.
- explains how environmental characteristics impact human migration and settlement.
- identifies how cultural and environmental characteristics vary among regions of the world.

History

A sixth grade student:

- classifies series of historical events and developments as examples of change and/or continuity.
- explains how and why perspectives of people have changed over time.
- classifies the kinds of historical sources used in secondary interpretation.
- explains multiple causes and effects of historical events.

Sixth grade concepts explored include:

- Prehistory
- Mesopotamia
- Egypt
- Israel
- India
- China
- Greece
- Rome

Resources:

History Alive! The Ancient World, Teacher's Curriculum Institute, ©2017

<https://www.teachtci.com>

Sources:

Illinois State Board of Education - Illinois Learning Standards for Social Science

April 28, 2023



<https://www.isbe.net/Pages/Social-Science.aspx>

PHYSICAL EDUCATION

A sixth grade student:

- demonstrates and creates locomotor and non-locomotor movement and manipulative skills in selected activities.
- develops control when moving through space while adjusting speed, force, level, pathway, and direction.
- develops movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base)
- demonstrates safety procedures/rules when participating in group physical activity.
- defines and model the components of sportsmanship and fair play
- identifies principles of training (F.I.T.T.: Frequency, Intensity, Time, and Type) in a physical activity.
- understands how to perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising their hearts. (e.g. pulse rate, perceived exertion, and heart rate monitor)
- develops knowledge and understand the concepts of selected activities, exercises, and/or sports by using vocabulary specific to each.
- performs selected sports skills in game situations using correct form.



MUSIC

Performance Skills in the Classroom and in Concert Setting

A sixth grade student:

- performs simple rhythms and melodies on instruments.
- performs rehearsed pieces of an appropriate level in a performance ensemble.

Music Reading/Writing Skills

A sixth grade student:

- generates simple rhythmic and melodic phrases.
- uses standard notation to document simple rhythmic phrases, melodic phrases.
- uses musical vocabulary.

Music Listening/Analyzing Skills

A sixth grade student:

- is able to listen to a piece of music and listen for expressive elements.
- is able to listen to a piece of music and develop a story to match the music.
- describes a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

A sixth grade student demonstrates respect:

- while listening to music of different genres.
- while watching a live musical performance.

Also available to sixth grade students: Beginning Band, Beginning Orchestra, and Chorus before school. Band and Orchestra students also receive one half hour pull out group lesson a week.

Sources:

2014 Music Standards (Pre-K-8 General Music)

<http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>



ART

A sixth grade student:

- describes how the choices of tools/technologies and processes are used to create specific effects in the arts.
- demonstrates knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- identifies and describes the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- applies criteria to evaluate artistic work.
- understands how elements and principles combine within an art form to express ideas.

Sources:

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework.pdf>

COMPUTER EDUCATION

Through project-based learning, a sixth grade student:

- demonstrates creative thinking, construct knowledge, and develop innovative products and processes using technology.
- uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- applies digital tools to gather, evaluate, and use information.
- uses critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- understands human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- demonstrates a sound understanding of technology concepts, systems, and operations.



Source:

International Society for Technology in Education, Standards for Students

<http://www.iste.org/standards/iste-standards/standards-for-students>

COMPUTER LITERACY

A sixth grade student:

- Systematically identifies and fixes problems with computing devices and their components.
- Downloads, uploads, attaches files/folders via the web, email, or cloud services.
- Uses shortcuts and command functions to operate the computer or applications (e.g., Command-P, Command-C, Command-V, Command-Z, Ctrl-Alt-Delete, etc.).
- Creates, saves, edits, copies, and renames files and folders to organize files and materials.
- Describes tradeoffs between allowing information to be public and keeping information private and secure.
- Effectively applies and uses multi-factor authentication services and applications to secure sensitive information and files.
- Uses digital tools or platforms to organize, display, annotate, and/or share a curated collection.
- Compares tradeoffs associated with computing technologies that affect people's everyday activities and career options.

PROJECT LEAD THE WAY

A sixth grade student:

- Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Develops or modifies a model - based on evidence - to match what happens



if a variable or component of a system is changed.

- Undertakes a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
- Defines a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
- Optimizes performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.
- Communicates scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
- Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Asks questions and defines problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
- Evaluates limitations of a model for a proposed object or tool.



WORLD LANGUAGE

A sixth grade student communicates and understands interpersonal interactions:

- Greets others and say goodbye appropriately
- Asks for and give biographical information - name, age, birthday
- Exchanges contact information
- Asks for and gives feelings
- Asks and answers questions about where I and others live
- Asks for and gives likes and dislikes and react appropriately
- Identifies countries and continents where the target language is spoken
- Names languages capable of speaking and asks others
- Communicates desired location in target culture, gives a simple reason and ask others

A sixth grade student communicates and understands food and beverage interactions:

- Expresses preferences for foods and beverages
- Asks and answers questions about thirst and hunger
- Compares meals from around the world
- States preferences for international dishes based on taste and key ingredients
- Explains why and where hunger is a problem

A sixth grade student communicates and understands world culture interactions:

- Introduces themselves to others, inquires about how others feel and finds out where they live
- Names key places and things to do in Costa Rica/Martinique
- Explains what they like and want to do in their community
- Explains what they like and want to do while traveling in Costa Rica/Martinique
- Describes animals that live in Costa Rica/Martinique
- Makes simple comparisons between US and Costa Rica/Martinique - weather, flags, food

SOCIAL EMOTIONAL LEARNING



A sixth grade student:

- Manages emotions and stress by learning coping strategies.
- Develops a positive sense of self.
- Manages emotions and stress by learning coping strategies.
- Learns how to identify one's own emotions and feelings and how to express oneself appropriately.

LIBRARY RESOURCE CENTER

A sixth grade student:

- Analyzes, evaluates, creates, and communicates using a variety of objective forms responsibly, including, but not limited to, print, visual, audio, interactive, and digital formats
- Asks essential and focused questions that consider multiple perspectives and will lead to independent research.
- Constructs explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.
- Leverages technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- Critically curates a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Uses digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- Accesses information efficiently and effectively to inquire, think critically, and gain knowledge through the research process
- Determines sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.
- Gathers relevant information from credible sources and determine whether they support each other.

HEALTH



A sixth grade student:

- Describes how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).
- Describes the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).
- Demonstrates methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).
- Applies refusal and negotiation skills to potentially harmful situations.
- Explains routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).
- Identifies and communicates with others within your school, family, and community regarding health issues.
- Describes possible causes and consequences of conflict and violence among youth in schools and communities.
- Describes the characteristics of healthy versus unhealthy relationships among friends and with family members

All District 57 schools provide annual developmentally-appropriate programming led by mental health professionals related to sexual abuse prevention (Erin's Law) and sexual harassment, which is mandated for public school children in Illinois.