



Dear Parents,

The Governing Board of the Ramona Unified School District has adopted California's Content Standards for district wide implementation. Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences and counselor conferences, select reading and writing materials for the home, and shape your visits to public libraries and other places of interest.

## English-Language Arts

### Reading:

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:** Students use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**2.0 Reading Comprehension:** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

**3.0 Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

### Writing:

**1.0 Writing Strategies:** Students write clear, coherent, and focused essays. Their writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence,

and conclusions. Students progress through the stages of the writing process as needed.

**2.0 Writing Applications (Genres and Their Characteristics):** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and they research, organizational and drafting strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions:

**1.0 Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

### Listening and Speaking:

**1.0 Listening and Speaking Strategies:** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

**2.0 Speaking Applications (Genres and Their Characteristics):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

## How parents can help . . .

- ✓ Read and discuss with your child the books they are reading (i.e., discuss ideas, character, and plot).
- ✓ Continue to read aloud from books that you loved as a student and books that are of interest but are too difficult for your child to read independently.
- ✓ Share ways in which you are reading, writing, speaking, listening, and thinking skills in your work and in everyday life.
- ✓ Visit the local library to check out books and use the Internet.
- ✓ Encourage your child to be actively involved in clubs, sports, music, and other school and community activities.
- ✓ Continue to contact your child's teacher on a regular basis.
- ✓ Purchase books when selecting a gift for your child.

- ✓ Encourage your child to keep journals and other writing on a regular basis.
- ✓ Limit television, ask teachers for strategies.

## Mathematics

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

### Number Sense:

- 1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.
- 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.

### Algebra and Function:

- 1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.
- 2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
- 3.0 Students investigate geometric patterns and describe them algebraically.

### Measurement and Geometry:

- 1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.
- 2.0 Students identify and describe the properties of two-dimensional figures.

### Statistics, Data Analysis, and Probability:

- 1.0 Students compute and analyze statistical measurements for data sets.
- 2.0 Students use data sample of a population and describe the characteristics and limitations of the samples.
- 3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events.

### Mathematical Reasoning:

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.

## How parents can help . . .

- ✓ Help child develop monetary goals and design tables to show how the goals can be achieved.
- ✓ When shopping, compare unit pricing, calculate savings with deductions and figure tax on items.
- ✓ Measure a room in your house and determine the cost of reflooring it with a variety of materials.
- ✓ Help children develop goal charts to manage time, money, chores.
- ✓ Practice mental math facts for mastery.
- ✓ Have children use road maps to plan routes and calculate distances.
- ✓ Discuss the appropriate standard and metric units of measure needed for a variety of projects; laying carpet, building a fish tank, sewing fabric clothes, etc.
- ✓ Plan family menu and purchase items within a budget.
- ✓ Double a recipe or divide it in half.
- ✓ Estimate the cost of a meal for the family at a restaurant, compare cost.

## Science

### Focus on Earth Science:

1. Plate Tectonics and Earth's Structure: Plate Tectonics accounts for important features of Earth's surface and major geologic events.
2. Shaping Earth's Surface: Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.
3. Heat (Thermal Energy) (Physical Science): Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
4. Energy in the Earth System: Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.
5. Ecology (Life Sciences): Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
6. Resources: Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

### Investigation and Experimentation:

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

### **How parents can help. . .**

- ✓ Encourage your child to ask questions and make observations of the natural world
- ✓ Encourage your child to read and write about what they learn.
- ✓ Visit libraries and museums as a family.
- ✓ Limit time viewing television.



## History/Social Science

### World History and Geography: Ancient Civilizations:

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

### **How parents can help . . .**

- ✓ Visit the Museum of Man in San Diego Balboa Park.
- ✓ View videos about countries studied at this grade level.
- ✓ Check television listing for cable network showing of these countries.
- ✓ Check college Theater Arts program listings for productions dealing with ancient civilization
- ✓ When vacationing, research areas and locate on a map, explore local cultures, visit places of historical significance, and create a scrapbook of trip.



The California Content Standards for grades Kindergarten through Twelve were adopted by the California Department of Education during the 1997-98 school year. The standards represent a commitment to teaching strong basic skills, problem solving strategies, critical thinking, and analysis techniques to all students. The standards serve as a basis for our curriculum development, use of instructional resources, and assessment of student achievement. This pamphlet is intended to provide parents with an overview of the tremendous amount of subject matter which your child will experience in this particular grade level in the four core areas of study. Additionally, each child in grades K-6 will also be engaged in a rich course of study in the visual and performing arts, health, and physical education.

In addition to the standards described here, suggestions are provided for parents to help their children practice, develop, and achieve these expectations. In order to become proficient in the various skills included in each of the four core content areas, it is critical that parents take an active role in working with the schools to develop these skills.

For additional information on our District's instructional program, parents should contact their local school principal or teacher. Additionally, a complete and detailed listing of the state's content standards is available via the Internet at <http://www.cde.ca.gov/standards>.



## Ramona Unified School District

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## California Content Standards

# 6<sup>th</sup> Grade