



## Sixth Grade Standards of Learning

### I. Academic Standards

The following academic standards apply for Sixth Grade at Wornick Jewish Day School. These standards reference Common Core, California State standards, and Next Generation Science standards. More information on these standards can be found at [www.corestandards.org](http://www.corestandards.org), [www.cde.ca.gov](http://www.cde.ca.gov), and <http://www.nextgenscience.org>.

#### Language Arts

- Language Conventions
  - Applies appropriate grade-level strategies to determine or clarify the meaning of unknown or multiple-meaning words
  - Applies understanding of figurative language in writing and discussion
  - Demonstrates grade-level appropriate command of standard English grammar and conventions when writing
- Reading Nonfiction Text
  - Analyzes purpose of text and author's point of view
  - Comprehends grade level nonfiction material with accuracy
  - Distinguishes claims that are supported by reason and evidence from claims that are not
  - Identifies and uses text features
  - Reads grade level text with accuracy and fluency
  - Refers to key details when describing the main idea of a text
  - Refers to key details when drawing inferences
  - Summarizes texts and main idea
- Reading Fiction Text
  - Analyzes author's point of view
  - Analyzes purpose of text
  - Comprehends fictional grade level material with accuracy
  - Distinguishes claims that are supported by reason and evidence from claims that are not
  - Reads grade level material with accuracy
  - Reads grade level material with fluency
  - Refers to key details when describing the main idea of a text
  - Refers to key details when drawing inferences

- Summarizes text and main idea
- Writing
  - Applies the writing process (pre-writing, drafting, revising, and editing)
  - Writes informative text that examines a topic and conveys ideas clearly
  - Writes narratives using descriptive details and chronological event sequences
  - Writes opinion pieces on topics or texts, supporting a point of view with reasons
  - Writes persuasive text with supporting evidence
- Listening and Speaking
  - Engages in a range of collaborative discussions, building on the ideas of others and expressing their own clearly
  - Plans and delivers a variety of well-organized oral presentations

## **Mathematics**

- Expressions and Equations
  - Reason about and solve one variable equations
  - Represent and analyze quantitative relationships between dependent and independent variables
  - Write inequalities to represent real-world or mathematical problems
  - Write, read and evaluate numerical expressions with one variable
- Geometry
  - Solve real world and mathematical problems involving area, surface area, and volume in three dimensional figures
  - Solve real-world and mathematical problems involving area of two dimensional figures
- Ratios and proportional Relationship
  - Understand and use unit rate to solve real world problems
  - Use ratio language to describe a ratio relationship between two quantities
  - Use ratio reasoning to solve real-world and mathematical problems
- Statistics and Probability
  - Develop an understanding of statistical variability
  - Summarize and describe numerical data sets
- The Number System
  - Apply and extend previous understandings of multiplication and division to divide fractions by fractions
  - Compute fluently with multi digit decimals
  - Compute fluently with multi digit numbers
  - Find factors and multiples of multi digit numbers
  - Position integers and other rational numbers on number lines and a coordinate plane
  - Understand positive and negative numbers have opposite values, and be able to represent real world quantities
- Mathematical Practices
  - Apply mathematical ideas to real life (model with mathematics)
  - Attend to precision

- Construct viable arguments and critique the reasoning of others
- Look for and express regularity in repeated reasoning
- Look for and make use of structure (patterns)
- Make sense of problems and persevere in solving them
- Use appropriate tools strategically

## **Science**

- Engineering Design
  - Analyze data from tests to identify the best characteristics of each that can be combined into a new solution
  - Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution
  - Develop a model to generate data for repeated testing and modification
  - Evaluate competing design solutions using a systematic process
- Earth's Place in the Universe
  - Construct a scientific explanation based on evidence from rock strata for the geologic time scale
  - Develop and use a model of the Earth-sun-moon system to describe cyclic patterns
  - Develop and use a model to describe the role of gravity in the motions with galaxies and the solar system
- Earth and Human Activity
  - Construct a scientific explanation based on evidence for how the uneven distributions of Earth's resources are the result of past and current geoscience processes
- Earth's System
  - Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions
  - Construct an explanation based on evidence for how geoscience processes have changed Earth's surface
  - Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process
  - Develop a model to describe the cycling of water through Earth's systems

## **Social Studies**

- Ancient History and World Geography
  - Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire
  - Analyze the geographic, political economic, religious, and social structures during the development of Rome
  - Analyze the geographic, political economic, religious, and social structures of Ancient Hebrews

- Analyze the geographic, political economic, religious, and social structures of the early civilizations of Ancient Greece
- Analyze the geographic, political economic, religious, and social structures of the early civilizations of China
- Analyze the geographic, political economic, religious, and social structures of the early civilizations of India
- Analyze the geographic, political economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush
- Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution

### **Peleh Maker Lab**

- Communicates clearly and expresses themselves creatively for a variety of purposes using platforms, tools, styles, and digital media appropriate to their goals
- Develops and employs strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions
- Uses a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- Uses digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### **Hebrew**

- Listening and Speaking
  - Communicates effectively with some pattern of error
  - Engages effectively in a collaborative discussion
  - Understands most spoken language
  - Uses a range of appropriate vocabulary
- Reading
  - Answers and asks questions to demonstrate comprehension of text
  - Cites textual evidence to support an answer
  - Reads aloud text with accuracy and fluency
  - Uses knowledge of content areas to understand unknown words
- Writing
  - Creates a coherent, grammatically correct paragraph
  - Uses a range of appropriate vocabulary

### **Judaic Studies**

- Jewish History
  - Evaluates different historical responses to non-Jewish cultures in the ancient and medieval worlds
  - Researches and effectively portrays a key character in Jewish history
  - Uses a variety of sources to explain the historical growth of Jewish diaspora

- Uses and interprets primary and secondary sources correctly and effectively
- Jewish Life
  - Actively creates meaningful Jewish community
  - Analyzes and assess the traditional and changing role of Jewish ritual in Jewish life
  - Participates effectively in and contributes to the JCAT simulation
  - Participates in t'fillah with kavannah and maturity
  - Reflects on the personal role and importance of Jewish ritual
  - Works productively and constructively in chevruta
- Tanakh
  - Analyzes the biblical role of Brit (Covenant) in the formation of the Jewish People
  - Analyzes the biblical role of Ge'ulah (Redemption) in the formation of the Jewish People
  - Analyzes the biblical role of Keehillah (Community) in the formation of the Jewish People
  - Applies basic principles of Midrash
  - Connects Torah texts to personal experience and the modern world
  - Differentiates between and applies pshat and drash
  - Examines legal passages in teh Torah for their ethical and moral implications
  - Identifies and interprets basic elements of Medieval Commentaries
  - Identifies and interprets basic elements of Rabbinic commentary (e.g. Midrash)
  - Locate correct sefer, perek, and psuk in Tanakh
  - Recognizes interweaving of biblical themes and passages throughout the siddur and later Jewish and/or Israeli texts
  - Writes compelling, well-supported, and relevant drashot, incorporating multiple texts or perspectives

## **Physical Education**

- Fitness Concepts
  - Demonstrates knowledge of warming and cooling concepts
  - Demonstrates strength and flexibility at grade level
- Manipulative Skills
  - Manipulates objects with both hands and feet
- Motor Skills & Movement Patterns
  - Displays balance in body management and locomotor movement
  - Executes situational body positioning at varying speeds
- Movement Concepts
  - Can apply jumps involving motion, distance, and height
  - Has spatial awareness in both motion oriented and sedentary activities
- Physical Education Expectations
  - Arrives to class on time, participates, dresses in PE clothes

## **II. Process Goals**

In addition to rigorous academic learning, Wornick emphasizes additional skills that support the whole child and prepare them for high school, college, and beyond, including: organization, critical thinking, growth mindset, collaboration, creativity, public speaking, social-emotional learning, and respect for self and others. The following process goals are a critical component of an education at Wornick Jewish Day School.

### **Demonstration of a Successful Learner**

- Keeps organized
- Exhibits neatness and legibility
- Works independently
- Follows directions
- Follows class rules, routines, and expectations
- Works in a timely manner
- Takes initiative
- Takes responsibility for actions
- Applies constructive feedback

### **Demonstration of an Effective Communicator**

- Respects self, others, and environment
- Collaborates with peers
- Participates in a range of collaborative discussions
- Self advocates
- Demonstrates problem solving skills
- Asks clarifying questions
- Uses technology appropriately