

6th Grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	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. 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter		

Science



"Unless otherwise specified, "descriptions" referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions."

MS-LS1-1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.	LS1.A: Structure and Function All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).	Scale, Proportion, and Quantity - Phenomena that can be observed at one scale may not be observable at another scale. ----- Connections to Engineering, Technology and Applications of Science Interdependence of Science, Engineering, and Technology - Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

Observable features of the student performance by the end of the course:		
1	Identifying the phenomenon under investigation	
	a	From the given investigation plan, students identify and describe* the phenomenon under investigation, which includes the idea that living things are made up of cells.
	b	Students identify and describe* the purpose of the investigation, which includes providing evidence for the following ideas: that all living things are made of cells (either one cell or many different numbers and types of cells) and that the cell is the smallest unit that can be said to be alive.
2	Identifying the evidence to address the purpose of the investigation	
	a	From the given investigation plan, students describe* the data that will be collected and the evidence to be derived from the data, including: i. The presence or absence of cells in living and nonliving things. ii. The presence or absence of any part of a living thing that is not made up of cells. iii. The presence or absence of cells in a variety of organisms, including unicellular and multicellular organisms. iv. Different types of cells within one multicellular organism.
	b	Students describe* how the evidence collected will be relevant to the purpose of the investigation.
3	Planning the investigation	
	a	From the given investigation plan, students describe* how the tools and methods included in the experimental design will provide the evidence necessary to address the purpose of the investigation, including that due to their small-scale size, cells are unable to be seen with the unaided eye and require engineered magnification devices to be seen.
	b	Students describe* how the tools used in the investigation are an example of how science depends on engineering advances.
4	Collecting the data	
	a	According to the given investigation plan, students collect and record data on the cellular composition of living organisms.
	b	Students identify the tools used for observation at different magnifications and describe* that different tools are required to observe phenomena related to cells at different scales.
	c	Students evaluate the data they collect to determine whether the resulting evidence meets the goals of the investigation, including cellular composition as a distinguishing feature of living things.

Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

5th Grade: <u>W.5.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <u>W.5.1.A</u> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>W.5.1.B</u> - Provide logically ordered reasons that are supported by facts and details. <u>W.5.1.C</u> - Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). <u>W.5.1.D</u> - Provide a concluding statement or section related to the opinion presented.	6th Grade: <u>W.6.1</u> - Write arguments to support claims with clear reasons and relevant evidence. <u>W.6.1.A</u> - Introduce claim(s) and organize the reasons and evidence clearly. <u>W.6.1.B</u> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <u>W.6.1.C</u> - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <u>W.6.1.D</u> - Establish and maintain a formal style. <u>W.6.1.E</u> - Provide a concluding statement or section that follows from the argument presented.	7th Grade: <u>W.7.1</u> - Write arguments to support claims with clear reasons and relevant evidence. <u>W.7.1.A</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <u>W.7.1.B</u> - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <u>W.7.1.C</u> - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>W.7.1.D</u> - Establish and maintain a formal style. <u>W.7.1.E</u> - Provide a concluding statement or section that follows from and supports the argument presented.
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Sample Standards Analysis for Reading Standard 2

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	5th Grade:	6th Grade:	7th Grade:
Informational Texts	<u>RI.5.2 –</u> - Determine two or more main ideas of a text and explain how they are supported by key details; - summarize the text.	<u>RI.6.2 –</u> - Determine a central idea of a text and how it is conveyed through particular details; - provide a summary of the text distinct from personal opinions or judgments	<u>RI.7.2 –</u> - Determine two or more central ideas in a text and analyze their development over the course of the text; - provide an objective summary of the text.
Literary Texts (Literature)	<u>RL.5.2 –</u> - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; - summarize the text.	<u>RL.6.2 –</u> - Determine a theme or central idea of a text and how it is conveyed through particular details; - provide a summary of the text distinct from personal opinions or judgments.	<u>RL.7.2 –</u> - Determine a theme or central idea of a text and analyze its development over the course of the text; - provide an objective summary of the text.

Using the Organization of the Reading Standards to Plan Questions and Instruction

<u>RI.6.1 -</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>RI.6.2-</u> - Determine two or more central ideas in a text and analyze their development over the course of the text; - provide an objective summary of the text.	<u>RI.6.10-</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Planning for Instruction:		