



# Curriculum & Learning Goals

## Sixth Grade

Our K-6 curriculum is thoughtfully designed to align with the District's overarching priorities, ensuring every student benefits from a transformative educational experience. Rooted in (1) innovation, (2) collaboration, and (3) holistic development, our curriculum fosters essential skills and dispositions through dynamic, hands-on learning experiences. Students engage in activities that develop communication, executive functioning, creativity, and critical thinking while nurturing curiosity, resilience, cultural awareness, and civic responsibility. This holistic approach ensures that every child grows as an empathetic, socially responsible lifelong learner, prepared to thrive in a diverse and interconnected world.

### Literacy

The NYSED English Language Arts (ELA) Learning Standards define the essential skills students need to become proficient readers, writers, speakers, and listeners. These anchor standards provide a consistent framework across grade levels, guiding educators in designing instruction that supports literacy growth and prepares students for success.

- [NYSED Reading Anchor Standards](#)
- [NYSED Writing Anchor Standards](#)
- [NYSED Speaking & Listening Anchor Standards](#)
- [NYSED Language Anchor Standards](#)
- [NYSED English Language Arts Learning Standards for Sixth grade](#)



**Oral Language** – Students apply language conventions in writing, speaking, reading, and listening by varying sentence patterns to enhance meaning and interest while maintaining consistency in style and tone.

**Vocabulary** – Students use context clues, affixes, and reference materials to determine the meaning of unknown words and phrases. They also demonstrate understanding of figurative language, word relationships, and connotations to enhance comprehension and expression.

**Comprehension and Collaboration** – Students engage in collaborative discussions, express ideas clearly, respond to questions with detail, and build on others' ideas. They prepare for discussions, reflect on multiple perspectives, and interpret information from various formats to support understanding.

**Integration of Knowledge and Ideas** – Students compare and contrast how print and digital media contribute to understanding a subject, evaluate the development of arguments in texts, and distinguish supported claims from unsupported ones. They also use established criteria to evaluate text quality and make connections to other texts, ideas, and personal experiences.

### Mathematics

The NYSED Mathematics Learning Standards for grade six focus on the five key areas: understanding ratios and rates through multiplication and division, mastering fraction division and rational numbers (including negative numbers), using and interpreting expressions and equations, deepening knowledge of area, surface area, and volume, and

developing basic concepts of probability and statistical thinking.

- [NYSED Mathematics Learning Standards for Sixth Grade](#)

**Ratios and Proportional Relationships** – Students use reasoning about multiplication and division to solve ratio and rate problems, connect their understanding of these operations with ratios and rates, and analyze equivalent ratios through multiplication tables and simple drawings.



**Number System** – Students use their understanding of fractions and the relationship between multiplication and division to explain why the procedures for dividing fractions make sense. They extend their understanding of numbers to include negative rational numbers, particularly negative integers, and reason about the order, absolute value, and location of points on a coordinate plane.

**Expressions, Equations, and Inequalities** – Students write expressions and equations to represent situations, using variables to describe relationships between quantities. They understand that expressions in different forms can be equivalent and use properties of operations to rewrite and evaluate them. Additionally, they solve simple one-step equations by applying the properties of operations and maintaining equality.

**Geometry** – Students find the areas of polygons and surface areas of prisms, using area models to understand perfect squares. They extend formulas for the volume of a right rectangular prism to include fractional side lengths and use volume models to understand perfect cubes.

**Statistics and Probability** – Students describe and summarize numerical data sets by identifying clusters, peaks, gaps, and symmetry, considering the context of the data. They also understand the probability of chance events and develop probability models for simple events.

## Science

[The NYSP12SLS are grounded in the National Research Council's Framework for K–12 Science Education and the Next Generation Science Standards](#), incorporating current research in science and learning. These standards emphasize students' engagement with natural phenomena through three interconnected dimensions: (1) Science and Engineering Practices, (2) Disciplinary Core Ideas, and (3) Crosscutting Concepts.

- [NYSED Science Learning Standards for Grade 6](#)

The main foci in sixth grade are:



**Natural Selection and Adaptations** – Students investigate data from the fossil record to identify patterns that show the existence, diversity, extinction, and changes in life forms throughout Earth's history, assuming that natural laws have remained consistent over time.

**History of Earth** – Students explain how the geologic time scale organizes Earth's history using evidence from rock layers and fossils. They describe how geoscience processes have shaped the Earth's surface over different time and space scales. Additionally, students use data on fossils, rocks, and continental features to support evidence of past plate movements.

**Earth's System** – Students create models to explain how Earth's materials and water cycle, driven by the Sun's energy and gravity. They also use evidence to show how past and current geologic processes affect the distribution of Earth's minerals, energy, and water resources.

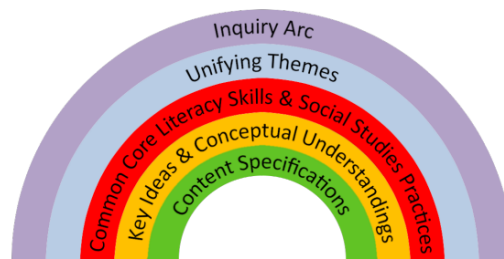
**Weather and Climate** – Students collect data to explain how air mass movements affect weather and create models to show how Earth's heating and rotation shape climate patterns. They also explore the factors behind the rise in global temperatures over the past century.

**Human Impact** – Students use data on natural hazards to predict events and develop ways to reduce their impact. They also explore how human population growth and resource use affect Earth's systems and design methods to minimize environmental impact.

**Engineering Design** – Students define the criteria and constraints of a design problem, considering scientific principles and potential impacts on people and the environment. They evaluate competing design solutions to see how well they meet these criteria and analyze test data to identify the best features from each solution for improvement.

## Social Studies

The NYSED Social Studies framework focuses on the skills to analyze sources, evaluate arguments, and understand cause and effect in historical events. They explore how geography, economics, and history shape societies and compare regions and periods. Students will learn about scarcity, resource allocation, and economic systems in economics. Additionally, students engage in civic participation, respect diverse viewpoints, and understand the role of individuals in political and social processes locally and globally. The NYS Social Studies Framework includes the C3 Framework from the National Council for Social Studies and can be illustrated as follows:



- [NYSED Social Studies Framework for Grade 6](#)

The main unit in sixth grade is the Eastern Hemisphere:

**Geography and Its Influence** – Use geographic tools to explore how geography shapes settlement patterns, lifestyles, and the environment across global regions.

**Cultural Histories and Traditions** – Study the diverse customs, languages, and holidays of communities in the Eastern Hemisphere. Understand how cultural histories and traditions vary across regions.

**Cultural Diffusion** – Learn how ideas, technologies, and traditions spread across cultures through trade, migration, and communication.

**Government Systems and Citizenship** – Students examine different government systems and the role of citizens in shaping political life in various regions.

**Human Rights and Social Change** – Explore human rights issues, the impact of prejudice, and the importance of social movements in driving change.

## Visual & Performing Arts

The Sixth Grade Visual and Performing Arts curriculum in New York focuses on developing skills in visual arts and music. Students perform, create, and analyze art while exploring its cultural and historical context.

These experiences build creativity, critical thinking, and collaboration.

- [NYSED Visual Arts Standards](#)
- [NYSED Music Standards](#)

**Art** – Students demonstrate openness to new approaches in interpreting art and distinguish between relevant and non-relevant contextual information. They develop skills and apply them effectively in the art-making process.

**Music** – Students advance their music skills by listening to and identifying musical elements, performing various styles, and creating original music. This process helps them build technical proficiency, interpret music expressively, and analyze music from various cultural and historical contexts.



## Physical Education & Health

New York State's updated Physical Education Learning Standards focus on promoting physical literacy, health, and social-emotional learning. Developed with input from educators and experts, they emphasize the connection between physical and mental health. The standards will be implemented in three phases and align with broader wellness initiatives.

- [NYSED Physical Education Standards - Grade 6](#)

**Physical Education** – Students develop communication skills, perseverance, and strategies for responding to successes and failures. They will learn the FITT principle (Frequency, Intensity, Time, and Type) to understand and apply fitness concepts, promoting health-enhancing behaviors that can be continued throughout their lives.



## Assessments

ELA	MATH	SCIENCE
<ul style="list-style-type: none"><li>● Word recognition, vocabulary, comprehension, and text complexity.</li><li>● Grade-level vocabulary and spelling</li><li>● Students' ability to organize ideas, use proper grammar, and communicate clearly in different writing formats</li><li>● End-of-year assess students' reading, writing, and language skills to ensure they meet grade-level standards in English</li></ul>	<ul style="list-style-type: none"><li>● Unity assessments on key math concepts, problem-solving skills, and ability to apply strategies learned during the unit</li><li>● End-of-year assessments of students' understanding and application of mathematical concepts and skills, including arithmetic, problem-solving, and reasoning, to ensure they meet grade-level standards</li></ul>	<ul style="list-style-type: none"><li>● End-of-the-unit assessments focus on understanding scientific concepts, such as Earth and physical science, using multiple-choice, short-answer, and practical questions aligned to state standards</li></ul>
SOCIAL STUDIES	ART & MUSIC	P.E. / HEALTH
<ul style="list-style-type: none"><li>● Assessments of students through assignments, projects, and tests. Students are evaluated on their understanding of history, geography, and culture, with assessments including multiple-choice questions, short answers, and essays aligned to state standards</li></ul>	<ul style="list-style-type: none"><li>● Student work based on unit</li></ul>	<ul style="list-style-type: none"><li>● Fitness assessment</li></ul>