Reading/Language Arts
6th Grade

Benchmark Code – Subject: Language Arts = LA

Strand 1= Literature
Strand 2= Informational Text
Strand 3= Foundational Skills
Strand 4= Writing Process /Application
Strand 5= Communication
Strand 6= Media Literacy

Code: Subject.Grade.Strand#.Standard#. Benchmark# 1, Standard 4, Benchmark 3
Example: LA.6.1.4.3 – Language Arts, Sixth Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Literature

Standard 1: The student reads closely to identify key ideas and details in literature.

Benchmark Code	Benchmark
LA.6.1.1.1	The student will cite textural evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.6.1.1.2	The student will 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.
LA.6.1.1.3	The student will describe 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.

Standard 2: The student identifies the craft and structure of a story or selection.

Benchmark Code	Benchmark
LA.6.1.2.1	The student will determine 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.
LA.6.1.2.2	The student will analyze 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.
LA.6.1.2.3	The student will explain how an author develops the point of view of the narrator or speaker in a text.

Standard 3: The student integrates knowledge and ideas in literature.	
Benchmark Code	Benchmark
LA.6.1.3.1	The student will compare and contrast 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.
LA.6.1.3.2	The student will compare and contrast 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.
Standard 4: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
LA.6.4.1.1	The student will read and comprehend 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.
Strand 2: Informational Text	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
LA.6.2.1.1	The student will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.6.2.1.2	The student will 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.
LA.6.2.1.3	The student will analyze in detail flow how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Standard 2: The student identifies the craft and structure of a story or selection.	
Benchmark Code	Benchmark
LA.6.2.2.1	The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.6.2.2.2	The student will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.6.2.2.3	The student will determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Standard 3: The student reads and integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
LA.6.2.3.1	The student will integrate 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.
LA.6.2.3.2	The student will trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.6.2.3.3	The student will compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Standard 4: The student increases own range of reading and level of text complexity in informational text.	
Benchmark Code	Benchmark
LA.6.2.4.1	The student will 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 by the end of the year.
Strand 3: Foundational Skills	
Standard 1: Phonics and Word Recognition. The student knows and applies grade-level phonics and word analysis skills in decoding words.	
Benchmark Code	Benchmark
LA.6.3.1.1	The student will use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Standard 2: The student reads with sufficient accuracy and fluency to support comprehension.	
Benchmark Code	Benchmark
LA.6.3.2.1	The student will read on-level text with purpose and understanding.
LA.6.3.2.2	The student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.6.3.2.3	The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand 4: Writing	
Standard 1: Text Types and Purposes	
Benchmark Code	Benchmark
LA.6.4.1.1	The student will write arguments to support claims with clear reasons and relevant evidence. The opinion piece should introduce claim(s) and organize the reasons and evidence clearly; support claim(s) with clear reason and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style; and provide a concluding statement or section that follows from the argument presented.
LA.6.4.1.2	The student will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. The informative/explanatory piece should introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; and provide a concluding statement or section that follows from the information or explanation presented.
LA.6.4.1.3	The student will write narratives to develop real or imagined experiences or events using effective technique relevant descriptive details, and well-structured event sequences. The narrative piece should engage and orient the reader by establishing a context, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and provide a conclusion that follows from the narrated experiences or events.

Standard 2: Production and Distribution of Writing	
Benchmark Code	Benchmark
LA.6.4.2.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.6.4.2.2	With some guidance and support from peers and adults, the student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.6.4.2.3	The student will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, and will demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Standard 3: Research to Build and Present Knowledge	
Benchmark Code	Benchmark
LA.6.4.3.1	The student will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.6.4.3.2	The student will gather 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.
LA.6.4.3.3	The student will draw evidence from literary or informational texts to support analysis, selection, and research.
Standard 4: Range of Writing	
Benchmark Code	Benchmark
LA.6.4.4.1	The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Strand 5: Communication	
Standard 1: Penmanship. The student engages in the writing process and writes to communicate ideas and experiences.	
Benchmark Code	Benchmark
LA.6.5.1.1	The student will use fluent and legible handwriting skills.

Standard 2: Listening and Speaking. The student effectively applies listening and speaking strategies.	
Benchmark Code	Benchmark
LA.6.5.2.1	The student will come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.6.5.2.2	The student will follow rules for collegial discussion, set specific goals and deadlines, and define individual roles as needed.
LA.6.5.2.3	The student will pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.6.5.2.4	The student will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.6.5.2.5	The student will interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
LA.6.5.2.6	The student will delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.6.5.2.7	The student will present 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.
LA.6.5.2.8	The student will include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Strand 6: Language	
Standard 1: Language Conventions. The student demonstrates command of the conventions of standard English and usage when writing or speaking.	
Benchmark Code	Benchmark
LA.6.6.1.1	The student will consistently write: a variety of complex sentences using conventions of word order and punctuation, compound sentences, dialogue in conventional structures, and a wide range of sentences correctly.
LA.6.6.1.2	The student will consistently use plural nouns and singular possessive nouns correctly and use plural possessive nouns appropriately.
LA.6.6.1.3	The student will consistently write in the present tense correctly.
LA.6.6.1.4	The student will consistently use the past tense for regular and common irregular verbs correctly, use the present perfect correctly, and begin to use the past perfect appropriately.

LA.6.6.1.5	The student will consistently use subject, object, and possessive pronouns correctly, use reflexive pronouns correctly, and begin to use indefinite and relative pronouns correctly.
LA.6.6.1.6	The student will consistently write in the future tense correctly.
LA.6.6.1.7	The student will consistently use adjectives, compare adjectives, and use adverbs correctly.
LA.6.6.1.8	The student will consistently use prepositional phrases correctly in sentences.
LA.6.6.1.9	The student will consistently use capital letters for all proper nouns and titles, and for others, such as indicated abbreviations in uninterrupted and split dialogue correctly.
LA.6.6.1.10	The student will consistently use commas in dates and items in a series correctly and use them to introduce clauses appropriately.
LA.6.6.1.11	The student will consistently use punctuation in writing: quotation marks in dialogue, apostrophes in contractions and possessives, periods in abbreviations and parenthesis and dashes to set off elements correctly.
Standard 2: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands word relationships in own meaning, and uses acquired words and phrases.	
Benchmark Code	Benchmark
LA.6.6.2.1	The student will use context as a clue to the meaning of a word or phrase.
LA.6.6.2.2	The student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (e.g., *audience, auditory, audible*).
LA.6.6.2.3	The student will consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and igital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.6.6.2.4	The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.6.6.2.5	The student will interpret figures of speech (e.g., personification) in context.
LA.6.6.2.6	The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*)
LA.6.6.2.7	The student will acquire and use 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.

Strand 7: Media Literacy	
Standard 1: Media Literacy. The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
Benchmark Code	Benchmark
LA.6.7.1.1	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
Standard 2: Technology. The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
Benchmark Code	Benchmark
LA.6.7.2.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online).
LA.6.6.2.2	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, and graphic organizers) to publications and presentations.

Math
6th Grade

Benchmark Code – Subject: Math = M

Strand 1 = Number and Numeration
Strand 2 = Operations and Computation
Strand 3 = Data and Chance
Strand 4 = Measurement and Reference Frames
Strand 5 = Geometry
Strand 6 = Patterns, Functions, and Algebra

Code: Subject.Grade.Strand#.Standard#.Benchmark#.
Example: M.6.1.4.3 – Math, Sixth Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Number and Numeration

Standard 1: Place Value and Notation	
Benchmark Code	Benchmark
M.6.1.1.1	The student will read and write numbers to billions.
M.6.1.1.2	The student will identify place value and name the values of digits in numbers to billions.
M.6.1.1.3	The student will use expanded notation, number-and-word notation, exponential notation, and scientific notation to represent whole numbers and decimals.
Standard 2: Meanings and Uses of Fractions	
Benchmark Code	Benchmark
M.6.1.2.1	The student will solve problems involving percents and explain the strategies used.
Standard 3: Number Theory	
Benchmark Code	Benchmark
M.6.1.3.1	The student will investigate, identify, or apply the concepts of prime and composite numbers.
M.6.1.3.2	The student will use greatest common factors, least common factors, and divisibility rules to manipulate fractions.
M.6.1.3.3	The student will investigate absolute value.
Standard 4: Equivalent Names for Whole Numbers	
Benchmark Code	Benchmark
M.6.1.4.1	The student will apply the order of operations to numerical expressions to give equivalent names for rational numbers.

Standard 5: Equivalent Names for Fractions, Decimals, and Percents	
Benchmark Code	Benchmark
M.6.1.5.1	The student will find equivalent fractions and fractions in simplest form by applying multiplication and division rules and concepts from number theory.
M.6.1.5.2	The student will convert between fractions, mixed numbers, decimals, and percents.
Standard 6: Comparing and Ordering Numbers	
Benchmark Code	Benchmark
M.6.1.6.1	The student will compare and order larger numbers, decimals, integers, and fractions.
M.6.1.6.2	The student will describe the relative position of rational numbers (negative) on a number line.
Strand 2: Operations and Computation	
Standard 1: Addition and Subtraction Procedures	
Benchmark Code	Benchmark
M.6.2.1.1	The student will use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of whole numbers, decimals, and signed numbers and describe the strategies that were used and how they work.
M.6.2.1.2	The student will use estimation to add/subtract money amounts or decimals.
M.6.2.1.3	The student will use addition and subtraction to solve number stories.
Standard 2 : Multiplication and Division Procedures	
Benchmark Code	Benchmark
M.6.2.2.1	The student will use mental arithmetic, paper-and-pencil algorithms and calculators to solve problems involving the multiplication and division of whole numbers, decimals, and signed numbers and describe the strategies that were used and how they work.
M.6.2.2.2	The student will use multiplication and division to solve number stories.
M.6.2.2.3	The student will relate fractions to division.
Standard 3: Procedures for Addition and Subtraction of Fractions	
Benchmark Code	Benchmark
M.6.2.3.1	The student will use mental arithmetic, paper-and pencil algorithms and calculators to solve problems involving the addition and subtraction of fractions and mixed numbers and describe the strategies and were used and how they work.
M.6.2.3.2	The student will solve fraction addition/subtraction number stories.

Standard 4: Procedures for Multiplication and Division of Fractions	
Benchmark Code	Benchmark
M.6.2.4.1	The student will use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication and division of fractions and mixed numbers and describe the strategies that were used and explain how they work.
M.6.2.4.2	The student will solve fraction multiplication/division number stories.
M.6.2.4.3	The student will use ratios and scaling to model size changes and to solve size-change problems. (Use also in social studies.)
Standard 5: Computational Estimation	
Benchmark Code	Benchmark
M.6.2.5.1	The student will make reasonable estimates for whole number, decimal, fraction, and mixed number addition, subtraction, multiplication, and division problems, and explain how the estimates were obtained.
Standard 6: Models for the Operations	
Benchmark Code	Benchmark
M.6.2.6.1	The student will represent ratios as fractions, percents, and decimals, and using a colon.
M.6.2.6.2	The student will model and solve problems involving part-to-whole and part-to-part ratios.
M.6.2.6.3	The student will model rate and ratio number stories with proportions.
M.6.2.6.4	The student will solve real-world and mathematical problems using proportional reasoning (cross-multiplication).
Strand 3: Data and Chance	
Standard 1: Data Collection and Representation	
Benchmark Code	Benchmark
M.6.3.1.1	The student will collect and organize data or use given data to create bar, line, circle, and stem-and-leaf graphs with reasonable titles, labels, keys, and intervals.
M.6.3.1.2	The student will interpret data on different types of graphs.
Standard 1: Data Analysis	
Benchmark Code	Benchmark
M.6.3.2.1	The student will use the minimum, range, median, mode, and mean, and graphs to ask and answer questions, draw conclusions, and make predictions.
M.6.3.2.2	The student will compare and contrast the median and mean of a data set.

Standard 3: Quantitative Probability **(for MAP preparation)**	
Benchmark Code	Benchmark
M.6.3.3.1	The student will use the Multiplication Counting Principle, tree diagrams, and other counting strategies to identify all possible outcomes for a situation.
M.6.3.3.2	The student will predict results of experiments, test the predictions using manipulatives, and summarize the findings.
M.6.3.3.3	The student will compare predictions based on theoretical probability with experimental results.
M.6.3.3.4	The student will calculate probabilities and express them as fractions, decimals, and percents.
M.6.3.3.5	The student will explain how sample size affects results.
M.6.3.3.6	The student will use the results to predict future events.
Strand 4: Measurement and Reference Frames	
Standard 1: Length, Weight, and Angles **(Spanish Program is in charge of geometry.)**	
Benchmark Code	Benchmark
M.6.4.1.1	The student will estimate length and weight with and without tools.
M.6.4.1.2	The student will measure length with tools to the nearest 1/16 inch and millimeter.
M.6.4.1.3	The student will estimate the measure of angles with and without tools
M.6.4.1.4	The student will use tools to draw angles with given measures.
M.6.4.1.5	The student will solve length/height/distance number stories.
Standard 2: Area, Perimeter, Volume, and Capacity	
Benchmark Code	Benchmark
M.6.4.2.1	The student will choose and use appropriate formulas to calculate the circumference of circles and to solve area, perimeter, and volume problems.
M.6.5.2.2	The student will estimate area.
Standard 3: Units and Systems of Measurement	
Benchmark Code	Benchmark
M.6.5.3.1	The student will identify equivalent Standard units of length
M.6.5.3.2	The student will identify equivalent metric units of length.
Standard 4: Temperature	
Benchmark Code	Benchmark
M.6.5.4.1	The student will read, record, and convert units of temperature.
Standard 5: Coordinate System	
Benchmark Code	Benchmark
M.6.4.5.1	The student will use ordered pairs of numbers to name, locate, and plot points in all four quadrants of a coordinate grid.

Strand 5: Geometry	
Standard 1: Lines and Angles	
Benchmark Code	Benchmark
M.6.5.1.1	The student will identify, describe, classify, name, and draw angles and line segments.
M.6.5.1.2	The student will determine angle measures by applying properties of orientations of angles and sums of angle measures in triangles and quadrangles.
Standard 2: Plane and Solid Figures	
Benchmark Code	Benchmark
M.6.5.2.1	The student will identify and describe similar and congruent figures and describe their properties.
M.6.5.2.2	The student will construct a figure that is congruent or another figure using a compass and straightedge.
M.6.5.2.3	The student will classify and name polygons.
M.6.5.2.4	The student will verify and apply the Pythagorean Theorem.
M.6.5.2.5	The student will identify and classify 3-dimensional shapes..
Standard 3: Transformations and Symmetry	
Benchmark Code	Benchmark
M.6.5.3.1	The student will identify the movement of a polygon as a translation, rotation, and reflection.
M.6.5.3.2	The student will identify symmetry in figures.
M.6.5.3.3	The student will use tessellations forms to replicate patterns found in selected paintings, sculptures, and buildings.
Strand 6: Patterns, Functions, and Algebra	
Standard 1: Patterns and Functions	
Benchmark Code	Benchmark
M.6.6.1.1	The student will extend, describe, and create numeric patterns.
M.6.6.1.2	The student will describe rules for patterns and use them to solve problems.
M.6.6.1.3	The student will represent patterns and rules using algebraic notation.
M.6.6.1.4	The student will represent functions using words, algebraic notation, tables, and graphs.
Standard 2: Algebraic Notation and Solving Number Sentences	
Benchmark Code	Benchmark
M.6.6.2.1	The student will determine whether equalities and inequalities are true or false.
M.6.6.2.2	The student will solve open number sentences and explain the solutions.
M.6.6.2.3	The student will use a pan-balance model to solve linear equations in one or two unknowns.

M.6.6.2.4	The student will use trial-and-error and equivalent equation strategies to solve linear equations in one unknown.
Standard 3: Order of Operations	
Benchmark Code	Benchmark
M.6.6.3.1	The student will describe and apply the conventional order of operations.
Standard 4: Properties of the Arithmetic Operations	
Benchmark Code	Benchmark
M.6.6.4.1	The student will describe and apply properties of arithmetic and multiplicative and additive inverses.
M.6.6.4.2	The student will understand the Commutative, Associative, and Distributive Properties.

Social Studies
6th Grade

Benchmark Code – Subject: Social Studies = SS

Strand 1= Historical Understandings
Strand 2= Geography
Strand 3= Government/Civics Understanding
Strand 4= Economic Understanding

Code: Grade.Strand#.Standard#. Benchmark#
Example: SS.6.1.4.3 –Social Studies, Sixth Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Historical Understandings

Standard 1: The student understands the causes, events, and results of WWI.

Benchmark Code	Benchmark
SS.6.1.1.1	The student will identify the causes of World War I.
SS.6.1.1.2	The student will describe the new technology used in World War I battles.
SS.6.1.1.3	The student will list the sequence of main historical events of WWI including the German attacks on U.S. shipping in Europe that led the U.S. to join the fight against Germany.
SS6.1.1.4	The student will describe the importance of Woodrow Wilson's Fourteen Points and the Treaty of Versailles.
SS.6.1.1.5	The student will describe the events in Mexico during WWI.
SS.6.1.1.6	The student will describe the consequences of WWI on the countries involved in the war.

Standard 2:The student describes the rise and fall of national rivalry in Europe, preceding World War I.

Benchmark Code	Benchmark
SS.6.1.2.1	The student examines how revolutions in science and thought of the Enlightment led to the development of the modern world.
SS.6.1.2.2	The student will recognize how European explorers connected with distant parts of the world in the 14th-16th centuries.
SS.6.1.2.3	The student will identify how European colonizers changed life for people in the Americas.
SS.6.1.2.4	The student will analyze how the chain of revolution (e.g. French, Industrial) and expansion in the 18th century led to changes in the way people lived.
SS.6.1.2.5	The student will identify the reasons for imperialism and colonization.

SS.6.1.2.6	The student will trace how Japan's modernization caused its rise as a world power.
SS.6.1.2.7	The student will analyze how nationalism, militarism, and imperialism in Europe led to the rise of dictators and eventually WWI.
SS.6.1.2.8	The student will identify key figures including Bolsheviks, Nicholas II, Joseph Stalin, Benito Mussolini, Adolph Hitler, General Hideki Tojo, and their role in the rise of dictators.
Standard 3: The student understands the causes, events, and results of WWII.	
Benchmark Code	Benchmark
SS.6.1.3.1	The student will identify the causes of WWII.
SS.6.1.3.2	The student will list the sequence of main historical events of WWII including Germany's aggression in Europe, Japanese aggression in Asia, Pearl Harbor, Iwo Jima, D-Day, and the Holocaust.
SS.6.1.3.3	The student will identify major personalities of WWII including Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, Hitler, MacArthur, and Eisenhower.
SS.6.1.3.4	The student will discuss President Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki.
SS.6.1.3.5	The student will discuss why Anne Frank is remembered as a principal figure of WWII.
SS.6.1.3.6	The student will summarize key figures and events of WWII in a student-selected project.
Standard 4: The student describes major events in history can impact current society.	
Benchmark Code	Benchmark
SS.6.1.4.1	The student will explain how a previously colonized country became an independent nation.
Strand 2: Geography	
Standard 1: The student understands the strands of Social Studies and the themes of Geography.	
Benchmark Code	Benchmark
SS.6.2.1.1	The student will explain how geographers use the five themes of Geography.
SS.6.2.1.2	The student will explain how physical processes have created physical patterns on Earth's surfaces.
SS.6.2.1.3	The student will analyze the effect of physical processes and the physical environment on humans.
SS.6.2.1.4	The student will organize and interpret information presented on maps.
SS.6.2.1.5	The student will identify major climate regions of the world and how people have adapted to them.

SS.6.2.1.6	The student will identify issues that arise when renewable and nonrenewable natural resources are in relatively short supply.
Standard 2: The student applies the themes of geography to a specific country.	
Benchmark Code	Benchmark
SS.6.2.2.1	The student will describe and locate the physical regions of a specific country.
SS.6.2.2.2	The student will interpret a climate map of a specific country using its key.
SS.6.2.2.3	The student will describe how a specific country's location, climate, and natural resources have affected where and how people live and where agricultural and industrial regions are located.
Strand 3: Government/Civics Understandings	
Standard 1: The student identifies the skills of a good citizen based on the understanding of justice and democratic principles.	
Benchmark Code	Benchmark
SS.6.3.1.1	The student will describe how governments meet needs and wants of individuals and society.
SS.6.3.1.2	The student will describe the elements of major political systems. (e.g. monarchy, democracy, dictatorship)
SS.6.3.1.3	The student will identify issues involving the rights of individuals in relation to the general welfare.
SS.6.3.1.4	The student will explain what citizenship means in terms of showing respect for rules and laws.
Standard 2: The student explains the organization and major responsibilities of Canadian government.	
Benchmark Code	Benchmark
SS.6.3.2.1	The student will explain the basic structure of key forms of government including the type of government, form of leadership, type of legislature.
Strand 4: Economic Understandings	
Standard 1: The student explains and compares ways in which people satisfy their basic needs and wants through the production of goods and services.	
Benchmark Code	Benchmark
SS.6.4.1.1	The student will describe different economic systems (traditional, command, market, and mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?)

Standard 2: The student describes how trade affects the way people earn their living in regions of the world.	
Benchmark Code	Benchmark
SS.6.4.2.1	The student will explain how a country's natural resources impact predominate economic activities

Science
6th Grade

Benchmark Code – Subject: Science = S

Strand1 = Life Science
Strand 2= Chemistry
Strand 3 = Earth Science
Strand 4 = Physics
Strand 5= Scientific Inquiry

Code: Subject.Grade.Strand#.Standard#.Benchmark#
Example: S.6.2.1.1 – Science, Sixth Grade ,Strand 2, Standard 1, Benchmark 1

Strand 1 Life Science

Standard 1: The student identifies and reflects about body changes through different life stages, giving emphasis to puberty and reproduction.

Benchmark Code	Benchmark
S.6.1.1.1	The student will identify physical and psychological changes during puberty, including male and female reproductive organs.
S.6.1.1.2	The student will reflect on how the endocrine system controls growth and development among other processes by negative feedback systems that serve to keep changes within specified limits.
S.6.1.1.3	The student will comprehend human reproduction identifying three stages: Fertilization, pregnancy and birth.

Standard 2: The student connects previous knowledge on body systems to conclude that the body works as a whole.

Benchmark Code	Benchmark
S.6.1.2.1	The student will describe that human beings have body systems for obtaining the providing energy, defense, reproduction and the coordination of body functions.
S.6.1.2.2	The student will describe that each system is composed of organs and/or glands working together.
S.6.1.2.3	The student will reflect on the importance of having a well-balanced diet and having healthy habits.
S.6.1.2.4	The student will identify causes that affect the well-being of the human body and recognize disease prevention, control and care. The student will identify the importance of the immune system.

Standard 3: The student learns about addictions and sexually transmitted diseases (STD´s), and he/she reflects on how to prevent them.

Benchmark Code	Benchmark
S.6.1.3.1	The student will identify tobacco, alcohol, drugs and other addictive substances as harmful to the human body.
S.6.1.3.2	The student will reflect on the consequences addictions cause to individuals and to society.
S.6.1.3.3	The student will reflect on ways to prevent addictions.
S.6.1.3.4	The student will reflect on the consequences of having irresponsible sexual behavior. The student will identify and know the characteristics of three common STD's; syphilis, genital warts, herpes, gonorrhea, hepatitis, and AIDS.
S.6.1.3.5	The student will reflect on ways to prevent STD's.

Strand 3: Earth Science

Standard 1: The student reflects on population needs and its effect on our planet. The student uses logical reasoning to question his/her own ideas as new information challenges his/her conceptions of the natural world.

Benchmark Code	Benchmark
S.6.3.1.1	The student will explain that we live on a planet which appears at present to be the only body in the solar system capable of supporting life.
S.6.3.1.2	The student will recall that in all environments, such as freshwater, marine, forest, desert, grassland, mountain and others, organisms with similar needs may compete with one another for resources, such as food, space, water, air and shelter. The student will note that in any environment, the growth and survival of organisms depend on the physical conditions.
S.6.3.1.3	The student will explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. The student will understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.
S.6.3.1.4	The student will identify, explain, and discuss some effects human activities, such as the creation of pollution, reduction of forests and an increasing amount and variety of chemicals released into the atmosphere and farming intensively, have on weather, atmosphere, and the capacity of the environment to support some life forms.
S.6.3.1.5	The student will identify and reflect on actions to be taken to continue having natural resources. The student will identify how team work and technology can play an important role on this situation.

S.6.3.1.6	The student will assemble or construct a useful item from things that were considered trash.
S.6.3.1.7	The student will internalize and apply different ways of reusing, repairing, reducing and recycling as habits in their daily life.

Strand 4: Physics

Standard 1: The student recalls basics about space and experiments on basics on physics to infer how some equipment used to learn about space works. The student questions on technology and space.

S.6.4.1.1	The student will know some theories on the origin of the universe and its evolution.
S.6.4.1.2	The student will know some theories on the formation of planet Earth and its evolution.
S.6.4.1.3	The student will explain that Earth is one of several planets that orbit the sun, and that the moon, as well as many artificial satellites and debris, orbit around Earth.
S.6.4.1.4	The student will research, construct and demonstrate how Newton's Laws of Motion are applied in aircrafts and other equipment used to learn more about space.

Standard 2: The student identifies and uses simple machines to relate them to the complex machines and appraise how they have made work easier.

Benchmark Code	Benchmark
S.6.4.2.1	The student will recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound.
S.6.4.2.2	The student will identify simple machines: lever, pulley, inclined plane, screw, wheel, and wedge. The student will use words such as effort, load, fulcrum, and mechanical advantage when explaining the characteristics of simple machines and how they work.
S.6.4.2.3	The student will construct and revise simple machines.
S.6.4.2.4	The student will relate simple machines to complex ones like bands, gears, transmission devices, and any other machine used every day.
S.6.4.2.5	The student will reflect on the important role machines play on production processes.

Standard 3: The student identifies and uses lenses and mirrors to know how they work and how they are used in machines, scientific work and in daily life.

Benchmark Code	Benchmark
S.6.4.3.1	The student will compare images formed in mirrors and in concave and convex lenses.
S.6.4.3.2	The student will identify how important optical machines are to scientific study and to daily life.

Standard 4: The student recalls the importance of energy in our life, its transformation, use and its consequences.	
Benchmark Code	Benchmark
S.6.4.4.1	The student will identify how energy transforms and its importance to life and daily activities.
S.6.4.4.2	The student will analyze the implications of energy consumption from different energy sources.

Strand 5: Scientific inquiry

Standard 1: The student designs investigations and controlled experiments. The student uses computers and other technology to collect and analyze data. The student prepares tables and graphs, explains findings and can relate how he/she conducts investigations to how the scientific enterprise functions as a whole.	
Benchmark Code	Benchmark
S.6.5.1.1	The student will give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collections of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses* and explanations, in order to make sense of the evidence. *Hypothesis: an informed guess or tentative explanation for which there is not yet much evidence.
S.6.5.1.2	The student will identify the scientific skills and give examples of his/her use in everyday life.
S.6.5.1.3	The student will recognize and explain that hypotheses are valuable, even if they turn out not to be true, they lead to meaningful investigations.
S.6.5.1.4	The student will know and follow the steps of the scientific method.
S.6.5.1.5	The student will give examples of employers who hire scientists, such as colleges and universities, businesses and industries, hospitals, and many government agencies.
S.6.5.1.6	The student will identify places where scientists work, including offices, classrooms, laboratories, farms, factories, and natural field settings ranging from space to the ocean floor.
S.6.5.1.7	The student will explain that computers have become invaluable in science because they speed up and extend people's ability to collect, store, compile, and analyze data; prepare research reports; and share data and ideas with investigators all over the world.
S.6.5.1.8	The student will explain that technology is essential to science for such purposes as access to outer space and other remote locations, sample collection and treatment, measurement, data collection and storage, and computation and communication of information.
S.6.5.1.9	The student will select tools, such as cameras and tape recorders, for capturing information.

S.6.5.1.10	The student will organize information in simple tables and graphs and identify relationships they reveal. The student will use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.
S.6.5.1.11	The student will locate information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.
S.6.5.1.12	The student will analyze and interpret a given set of findings, demonstrating that there may be more than one good way to do so.