

| Identifier | Poplar - Grade 6 - World Language | Introduced | Completed |
|------------|--|------------|-----------|
| 6 WL 1 | CONVERSATION | | |
| 6 WL 1.01 | Explain common objects after listening to an oral description. | | |
| 6 WL 1.02 | Report time. | | |
| 6 WL 1.03 | Sequence days and months in a calendar. | | |
| 6 WL 1.04 | Tell a simple narrative. | | |
| 6 WL 2 | SPEAKING AND WRITING | | |
| 6 WL 2.01 | Record combinations of familiar words in short sentences. | | |
| 6 WL 2.02 | Record words that the student is able to use orally. | | |
| 6 WL 2.03 | Record, repeat and comprehend brief written directions, narratives, and other information. | | |
| 6 WL 3 | INFORMATION, CONCEPTS AND IDEAS | | |
| 6 WL 3.01 | Explain answers to personal questions. | | |
| 6 WL 3.02 | Write familiar words or phrases, including lyrics and words related to family, community, weather and news. | | |
| 6 WL 3.03 | Write simple text on various topics including labeling and describing pictures. | | |
| 6 WL 4 | CULTURAL PRACTICES AND PERSPECTIVES | | |
| 6 WL 4.01 | Describe and explain the effects of people, holidays, geography and history on the lives of the people of the culture studied. | | |
| 6 WL 4.02 | Demonstrate different patterns of daily life of the culture studied within and outside the pupil's cultural reference. | | |
| 6 WL 5 | CULTURAL PRODUCTS AND OUTLOOKS | | |
| 6 WL 5.01 | Show and illustrate products from the cultural environment where they are produced. | | |
| 6 WL 6 | CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING | | |
| 6 WL 6.01 | Illustrate differences and similarities between the culture studied with the pupil's current culture. | | |
| 6 WL 7 | NATURE OF LANGUAGE | | |
| 6 WL 7.01 | Use cognates, adopted words, expressions and word families | | |
| 6 WL 7.02 | Imitate sound distinctions that must be mastered in order to communicate meaning. | | |
| 6 WL 7.03 | Identify and use writing systems between different languages. | | |
| 6 WL 8 | CULTURE CONCEPTS | | |
| 6 WL 8.01 | Show awareness of cultural diversity attributed to the studied language and illustrate contributions. | | |
| 6 WL 9 | OUTREACH | | |
| 6 WL 9.01 | Write letters and communicate with members within the culture studied. | | |
| 6 WL 9.02 | Explore professional persons that require proficiency in language mastery. | | |
| 6 WL 9.03 | Name careers that require the ability to communicate in the language studied. | | |
| 6 WL 10 | ACQUISITION | | |
| 6 WL 10.01 | Develop an itinerary of notable places to explore of the country (countries) that use the language studied. | | |

| Identifier | Poplar - Grade 6 - Native Language | Introduced | Completed |
|-------------|--|------------|-----------|
| 6 NL 1 | HERITAGE | | |
| 6 NL 1.01 | Identify and describe family roles. | | |
| 6 NL 1.02 | Identify and describe extended family roles. | | |
| 6 NL 1.03 | Identify and describe tribal roles. | | |
| 6 NL 1.04 | Identify and describe extended tribal roles. | | |
| 6 NL 1.05 | Document and discuss community membership. | | |
| 6 NL 1.06 | Document and discuss extended community membership. | | |
| 6 NL 1.07 | View and examine tribal artifacts. | | |
| 6 NL 3 | VOCABULARY | | |
| 6 NL 3.6 | VOCABULARY: CLOTHING | | |
| 6 NL 3.6.01 | Pronounce Dakota vocabulary. | | |
| 6 NL 3.6.02 | Write Dakota vocabulary. | | |
| 6 NL 3.6.03 | Illustrate Dakota vocabulary. | | |
| 6 NL 4 | LITERATURE | | |
| 6 NL 4.6 | LITERATURE: SOUND OF FLUTES AND OTHER INDIAN LEGENDS | | |
| 6 NL 4.6.01 | Read the text. | | |
| 6 NL 4.6.02 | Discuss the text. | | |
| 6 NL 4.6.03 | Illustrate the text. | | |
| 6 NL 5 | HISTORY | | |
| 6 NL 5.6 | HISTORY: SIOUX LEADERS | | |
| 6 NL 5.6.01 | Research the life and times of Little Crow | | |
| 6 NL 5.6.02 | Research the life and times of Spotted Tail | | |
| 6 NL 6 | ORATORY | | |
| 6 NL 6.01 | Recite Spotted Tail's speech: "I See That My Friends Before Me" | | |
| 6 NL 6.02 | Recite Sitting Bull's speech: "I Feel That My Country Has Gotten a Bad Name" | | |

| Identifier | Poplar - Grade 6 - Computer and Technology | Introduced | Completed |
|------------|--|------------|-----------|
| 6 CT 1 | PROBLEM SOLVING | | |
| 6 CT 1.01 | Differentiate design/problem-solving methods and components of technology using accurate terminology. | | |
| 6 CT 1.02 | Select and evaluate appropriate designs requiring optimization and making trade-offs. | | |
| 6 CT 1.03 | Select and apply a design/problem-solving method to reach a desired outcome. | | |
| 6 CT 2 | PRODUCTIVITY TOOLS | | |
| 6 CT 2.01 | Demonstrate proficiency and accuracy in keyboarding skills. | | |
| 6 CT 2.02 | Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print. | | |
| 6 CT 2.03 | Create a database, define fields, enter data for multiple records, and print reports based on sort and query. | | |
| 6 CT 2.04 | Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas. | | |
| 6 CT 2.05 | Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept. | | |
| 6 CT 2.06 | Organize files on a computer disk, drive, server, or other storage device. | | |
| 6 CT 2.07 | Explain the advantages of connectivity with various systems to share information and resources. | | |
| 6 CT 2.08 | Employ the use of electronic communication. | | |
| 6 CT 3 | RESEARCH TOOLS | | |
| 6 CT 3.01 | Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools. | | |
| 6 CT 3.02 | Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources. | | |
| 6 CT 3.03 | Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks. | | |
| 6 CT 3.04 | Use an organizational format to arrange information for presentation or decision making. | | |
| 6 CT 3.05 | Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations. | | |
| 6 CT 3.06 | Generate a bibliography. | | |
| 6 CT 4 | TOOLS AND PROCESSES | | |
| 6 CT 4.01 | Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials). | | |
| 6 CT 4.02 | Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes. | | |
| 6 CT 4.03 | Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications. | | |
| 6 CT 4.04 | Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics. | | |
| 6 CT 5 | SYSTEMS | | |
| 6 CT 5.01 | Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system. | | |
| 6 CT 5.02 | Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system). | | |
| 6 CT 5.03 | Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology. | | |
| 6 CT 6 | IMPLICATIONS ON SOCIETY | | |
| 6 CT 6.01 | Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment. | | |
| 6 CT 6.02 | Evaluate the effect technology has on society and the environment. | | |
| 6 CT 6.03 | Examine the role of technology in the workplace and explore careers that use technology. | | |
| 6 CT 6.04 | Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers. | | |

| Identifier | Poplar - Grade 6 - Health | Introduced | Completed |
|------------|--|------------|-----------|
| 6 H 1 | HEALTH PROMOTION / DISEASE PREVENTION | | |
| 6 H 1.01 | Explain the impact of personal health behaviors on the functioning of body systems. | | |
| 6 H 1.02 | Describe how growth and development relate to personal health decisions. | | |
| 6 H 1.03 | Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs. | | |
| 6 H 1.04 | Analyze the physiological and psychological effects of drug usage. | | |
| 6 H 1.05 | Demonstrate knowledge and strategies for personal safety. | | |
| 6 H 1.06 | Describe ways to reduce risk factors and increase resiliency related to adolescent health. | | |
| 6 H 1.07 | Identify laws and regulations made to protect the health of the community. | | |
| 6 H 1.08 | Identify personal actions that contribute to the deterioration of the environment. | | |
| 6 H 1.09 | List Symptoms of heart attack. | | |
| 6 H 1.10 | Define nutrient excess and nutrient deficiency and give an example of each. | | |
| 6 H 1.11 | Evaluate health practices and describe the consequences of positive and negative health behaviors | | |
| 6 H 1.12 | Understand that the HIV/AIDS virus destroys the human immune system. | | |
| 6 H 1.13 | Identify that high-risk behaviors associated with the spread of HIV/AIDS are intimate sexual contact and reusing dirty syringes and needles. | | |
| 6 H 1.14 | Describe the four major causes of avoidable deaths among Americans today. | | |
| 6 H 1.15 | Describe the effects of alcohol, tobacco, and drugs. | | |
| 6 H 2 | HEALTH INFORMATION / ACCESSING INFORMATION | | |
| 6 H 2.01 | Differentiate health concerns as personal responsibility or professional responsibility. | | |
| 6 H 2.02 | Identify characteristics of scientifically valid health information. | | |
| 6 H 2.03 | List three health agencies and describe their functions. | | |
| 6 H 2.04 | Identify several advertising techniques used in media promotion of food, tobacco, alcohol, and health-related products. | | |
| 6 H 3 | HEALTH ENHANCEMENT / SELF MANAGEMENT | | |
| 6 H 3.01 | Apply conflict resolution techniques including peer mediation within the school environment. | | |
| 6 H 3.02 | Analyze the school environment for personal safety and security. | | |
| 6 H 3.03 | Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs. | | |
| 6 H 3.04 | Describe and follow rules prohibiting possession of weapons at school and in the community. | | |
| 6 H 3.05 | Demonstrate compliance with school safety procedures including emergency drills. | | |
| 6 H 3.06 | Evaluate the role others play in stress. | | |
| 6 H 3.07 | Perform advanced first aid procedures. | | |
| 6 H 3.08 | Identify personal strategies to use in unsafe situations. | | |
| 6 H 3.09 | Explain the basic steps involved in decision-making. | | |
| 6 H 3.10 | List stress-producing situations. | | |
| 6 H 3.11 | Identify significant people to help with personal mental or emotional problems. | | |
| 6 H 4 | INFLUENCES | | |
| 6 H 4.01 | Analyze how different cultures enrich and challenge health practices. | | |
| 6 H 4.02 | Evaluate the impact of technology on health and disease prevention. | | |
| 6 H 4.03 | Critique a variety of consumer influences that affect health decisions. | | |
| 6 H 5 | INTERPERSONAL COMMUNICATION | | |
| 6 H 5.01 | Role play decision-making and problem-solving skills, which enhance interpersonal relationships. | | |
| 6 H 5.02 | Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills. | | |
| 6 H 5.03 | Demonstrate social skills appropriate to group activities. | | |
| 6 H 6 | DECISION MAKING / GOAL SETTING | | |
| 6 H 6.01 | Apply a decision-making process to a significant health issue or problem. | | |
| 6 H 6.02 | Develop a personal health plan that addresses personal strengths, needs, and health risks. | | |
| 6 H 6.03 | Compare and contrast the short- and long-term impact of health decisions on the individual and society. | | |
| 6 H 6.04 | Determine contacts for assistance with health issues. | | |
| 6 H 6.05 | Plan a day's energy needs using the basic foods groups and appropriate amounts of servings to meet needs. | | |
| 6 H 6.06 | Develop an exercise plan, that can be ongoing and effective while accommodating personal requirements and limitations. | | |
| 6 H 6.07 | Strive to improve own personal best. | | |
| 6 H 7 | PERSONAL AND COMMUNITY HEALTH | | |
| 6 H 7.01 | Identify and research a community health issue and develop a plan of action. | | |

| Identifier | Poplar - Grade 6 - Health | Introduced | Completed |
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| 6 H 7.02 | Know and follow conduct rules in the physical education facility. | | |
| 6 H 7.03 | Recognize basic rules that control specific activities. | | |

| Identifier | Poplar - Grade 6 - Music | Introduced | Completed |
|------------|--|------------|-----------|
| 6 Mus 1 | RHYTHM | | |
| 6 Mus 1.01 | Recognize and identify relative duration of individual rhythmic components. | | |
| 6 Mus 1.02 | Identify and create rhythms that have no steady beat. | | |
| 6 Mus 1.03 | Identify, create, and perform rhythms that include silent beats. | | |
| 6 Mus 1.04 | Recognize and identify relative duration of rests. | | |
| 6 Mus 1.05 | Recognize and appropriately use the fermata. | | |
| 6 Mus 1.06 | Identify and explain meter signatures. | | |
| 6 Mus 1.07 | Identify and properly perform a variety of patterns: dotted, tied, syncopated, even and uneven | | |
| 6 Mus 2 | HARMONY / TEXTURE | | |
| 6 Mus 2.01 | Perform rhythms and sing melodies in unison. | | |
| 6 Mus 2.02 | Sing 2-part songs. | | |
| 6 Mus 2.03 | Sing 3-part songs. | | |
| 6 Mus 2.04 | Demonstrate independence of parts when performing. | | |
| 6 Mus 2.05 | Perform counter melodies. | | |
| 6 Mus 2.06 | Perform rhythms and sing melodies with accompaniment. | | |
| 6 Mus 2.07 | Perform rhythms and sing melodies without accompaniment. | | |
| 6 Mus 2.08 | Identify and perform rounds. | | |
| 6 Mus 2.09 | Identify and perform partner songs. | | |
| 6 Mus 2.10 | Develop an understanding of triads and inversions. | | |
| 6 Mus 2.11 | Identify and describe divisi. | | |
| 6 Mus 2.12 | Identify the instrument families and their members. | | |
| 6 Mus 3 | MELODY | | |
| 6 Mus 3.01 | Identify high and low registers. | | |
| 6 Mus 3.02 | Identify and trace melodic contour. | | |
| 6 Mus 3.03 | Recognize and identify musical sequences. | | |
| 6 Mus 3.04 | Recognize musical phrasing. | | |
| 6 Mus 3.05 | Recognize and identify patterns in music. | | |
| 6 Mus 3.06 | Develop understanding and sense of pitch. | | |
| 6 Mus 4 | FORM | | |
| 6 Mus 4.01 | Identify and describe ABA / Rondo form. | | |
| 6 Mus 4.02 | Identify and describe theme and variation. | | |
| 6 Mus 4.03 | Identify verse and refrain. | | |
| 6 Mus 4.04 | Identify and perform antiphonal forms. | | |
| 6 Mus 4.05 | Understand and use solo and response, both as soloist and as responder. | | |
| 6 Mus 4.06 | Identify and perform tutti passages. | | |
| 6 Mus 4.07 | Identify and describe AABA form. | | |
| 6 Mus 4.08 | Describe and perform D. C. al Fine. | | |
| 6 Mus 4.09 | Describe and perform D. S. al Fine. | | |
| 6 Mus 4.10 | Describe and perform D. C. al Coda. | | |
| 6 Mus 4.11 | Identify and perform multiple endings. | | |
| 6 Mus 4.12 | Define and perform the repeat sign. | | |
| 6 Mus 5 | -tone color | | |
| 6 Mus 5.01 | Recognize, identify, and produce vocal tones. | | |
| 6 Mus 5.02 | Recognize, identify, and produce instrumental tones. | | |
| 6 Mus 5.03 | Understand and demonstrate the concept of bright tone. | | |
| 6 Mus 5.04 | Understand and demonstrate the concept of dark tone. | | |
| 6 Mus 6 | TONALITY | | |
| 6 Mus 6.01 | Identify, describe, and perform major scales. | | |
| 6 Mus 6.02 | Identify, describe, and perform minor scales. | | |
| 6 Mus 6.03 | Identify, describe, and perform chromatic scales. | | |
| 6 Mus 6.04 | Identify and describe tonal center. | | |
| 6 Mus 6.05 | Identify, describe, and demonstrate cadence. | | |
| 6 Mus 6.06 | Identify and describe chords. | | |
| 6 Mus 6.07 | Identify, describe, and demonstrate modulation. | | |
| 6 Mus 7 | EXPRESSIVE QUALITIES | | |
| 6 Mus 7.01 | Identify and produce dynamic variation. | | |
| 6 Mus 7.02 | Identify and imitate musical styles. | | |
| 6 Mus 7.03 | Identify tempo and describe rates of tempo. | | |
| 6 Mus 7.04 | Apply interpretive skills to performances. | | |

Music

| Identifier | Poplar - Grade 6 - Music | Introduced | Completed |
|-------------|---|------------|-----------|
| 6 Mus 7.05 | Define and demonstrate relative durations of notes and rests. | | |
| 6 Mus 7.06 | Define and perform ad libitum. | | |
| 6 Mus 7.07 | Creatively expand on the qualities of music performed. | | |
| 6 Mus 8 | CAREERS | | |
| 6 Mus 8.01 | Explore the work of a music composer as a career. | | |
| 6 Mus 8.02 | Explore the work of a music performer as a career. | | |
| 6 Mus 8.03 | Explore the work of a music teacher as a career. | | |
| 6 Mus 8.04 | Explore the work of a music conductor as a career. | | |
| 6 Mus 8.05 | Explore the world of work in music-related fields. | | |
| 6 Mus 9 | PERFORMANCE | | |
| 6 Mus 9.01 | Participate in at least one concert. | | |
| 6 Mus 9.02 | View a live musical performance. | | |
| 6 Mus 9.03 | Perform as a soloist or in a small ensemble. | | |
| 6 Mus 9.04 | Participate in a music festival. | | |
| 6 Mus 9.05 | Describe and demonstrate (practice) concert etiquette. | | |
| 6 Mus 10 | MUSIC HISTORY | | |
| 6 Mus 10.01 | Examine the history of music by period. | | |
| 6 Mus 11 | CULTURE | | |
| 6 Mus 11.01 | Experience music and musical expression from around the world. | | |
| 6 Mus 12 | MUSIC APPRECIATION AND CRITICISM | | |
| 6 Mus 12.01 | Evaluate music and musical performances of all types. | | |
| 6 Mus 12.02 | Listen to and evaluate solos and ensembles. | | |
| 6 Mus 12.03 | Observe and evaluate concert etiquette as demonstrated by oneself and others. | | |
| 6 Mus 12.04 | Develop music appreciation and skills for life. | | |

| Identifier | Poplar - Grade 6 - Physical Education | Introduced | Completed |
|------------|--|------------|-----------|
| 6 PE 1 | LEARNING AND DEVELOPMENT OF MOTOR SKILLS | | |
| 6 PE 1.01 | Describe a strategy for a sport utilizing appropriate vocabulary. | | |
| 6 PE 1.02 | Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation). | | |
| 6 PE 1.03 | Evaluate movement forms for skill improvement (i.e., checklists, rubrics). | | |
| 6 PE 1.04 | Recognize physiological benefits of exercise during and after physical activity. | | |
| 6 PE 2 | MOVEMENT FORMS | | |
| 6 PE 2.01 | Refine locomotor and nonlocomotor movements in a sport setting. | | |
| 6 PE 2.02 | Refine previously learned manipulative skills. | | |
| 6 PE 2.03 | Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve). | | |
| 6 PE 2.04 | Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements. | | |
| 6 PE 3 | MOVEMENT AS COMMUNICATION | | |
| 6 PE 3.01 | Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance. | | |
| 6 PE 3.02 | Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary. | | |
| 6 PE 3.03 | Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences). | | |
| 6 PE 3.04 | Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles. | | |
| 6 PE 4 | INDIVIDUAL FITNESS | | |
| 6 PE 4.01 | Design a personal health-related fitness program based on an accurately assessed fitness profile. | | |
| 6 PE 4.02 | Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities. | | |
| 6 PE 4.03 | Identify and/or participate in a variety of health-related fitness activities in both school and community. | | |
| 6 PE 4.04 | Compare safe and unsafe exercises and demonstrate safe exercise alternatives. | | |
| 6 PE 5 | SOCIAL INTERACTION | | |
| 6 PE 5.01 | Analyze potential consequences when confronted with a behavior choice. | | |
| 6 PE 5.02 | Work cooperatively within a group to achieve goals in cooperative or competitive situations. | | |
| 6 PE 5.03 | Demonstrate behavior which is supportive and inclusive in physical activity settings. | | |
| 6 PE 5.04 | Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports). | | |

| Identifier | Poplar - Grade 6 - Theater | Introduced | Completed |
|------------|--|------------|-----------|
| 6 Th 1 | THEATRICAL COMPONENTS | | |
| 6 Th 1.01 | Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs. | | |
| 6 Th 1.02 | Direct actors or be directed by others using stage direction vocabulary. | | |
| 6 Th 1.03 | Identify and describe the roles and responsibilities of stage production personnel. | | |
| 6 Th 1.04 | Analyze and convey the playwright's intention. | | |
| 6 Th 1.05 | Design and produce publicity for a production (e.g., posters, flyers). | | |
| 6 Th 1.06 | Work collaboratively and safely to design and construct a box set for a production. | | |
| 6 Th 1.07 | Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script. | | |
| 6 Th 1.08 | Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior). | | |
| 6 Th 1.09 | Create appropriate sound effects and suggest lighting for a dramatized event. | | |
| 6 Th 2 | ROLE OF THE PERFORMER | | |
| 6 Th 2.01 | Analyze a character to determine actions, intentions, and biography. | | |
| 6 Th 2.02 | Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement. | | |
| 6 Th 2.03 | Create and sustain a believable character for stage. | | |
| 6 Th 3 | VIEWING A PERFORMANCE / PERFORMER | | |
| 6 Th 3.01 | Evaluate the established elements of theater found in a dramatized performance. | | |
| 6 Th 3.02 | Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance. | | |
| 6 Th 3.03 | Identify examples of high and low comedy and tragedy. | | |
| 6 Th 4 | VIEWING A PERFORMANCE / PERFORMER IN CONTEXT | | |
| 6 Th 4.01 | Explain how theater reveals information about other historical periods and cultures. | | |
| 6 Th 4.02 | Identify the sources of conflict between characters in a dramatized event. | | |
| 6 Th 5 | CONNECTIONS BETWEEN THE ARTS AND ACADEMIC DISCIPLINES | | |
| 6 Th 5.01 | Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event. | | |
| 6 Th 5.02 | Explain the roots of theater in Western civilization. | | |
| 6 Th 5.03 | Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience). | | |

| Identifier | Poplar - Grade 6 - Visual Arts | Introduced | Completed |
|------------|--|------------|-----------|
| 6 VA 1 | KNOWLEDGE | | |
| 6 VA 1.01 | Compare and contrast the use of media, techniques, and processes in works of art. | | |
| 6 VA 1.02 | Analyze one's own selection and use of media, techniques, and processes to elicit intended responses. | | |
| 6 VA 1.03 | Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences. | | |
| 6 VA 1.04 | Identify selected works by major artists. | | |
| 6 VA 2 | APPLICATION | | |
| 6 VA 2.01 | Analyze and evaluate the effects of visual characteristics in works of art. | | |
| 6 VA 2.02 | Analyze and evaluate a variety of artworks to determine purposes and/or functions. | | |
| 6 VA 2.03 | Discuss why visual characteristics, purposes, and/or functions may be effective in works of art. | | |
| 6 VA 2.04 | Explain how one's own artwork employs various visual characteristics to communicate. | | |
| 6 VA 3 | CONTENT | | |
| 6 VA 3.01 | Explain the origins of specific subject matter, symbols, and ideas. | | |
| 6 VA 3.02 | Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning. | | |
| 6 VA 3.03 | Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning. | | |
| 6 VA 4 | CONTEXT | | |
| 6 VA 4.01 | Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts. | | |
| 6 VA 4.02 | Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places. | | |
| 6 VA 4.03 | Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics. | | |
| 6 VA 5 | INTERPRETATION | | |
| 6 VA 5.01 | Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter. | | |
| 6 VA 5.02 | Differentiate among degrees of merit in various works of art. | | |
| 6 VA 5.03 | Analyze and generate new meaning of their artwork and the work of others. | | |
| 6 VA 5.04 | Develop and explain a personal position of aesthetic and critical analysis of an artwork. | | |
| 6 VA 6 | CROSS-CURRICULAR | | |
| 6 VA 6.01 | Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance). | | |
| 6 VA 6.02 | Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement). | | |
| 6 VA 6.03 | Create works of art reflecting principles common to the arts and multiple disciplines. | | |

| Identifier | Poplar - Grade 6 - Language Arts/Reading | Introduced | Completed |
|------------|---|------------|-----------|
| 6 ELA 1 | LITERATURE | | |
| 6 ELA 1.01 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| 6 ELA 1.02 | 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. | | |
| 6 ELA 1.03 | 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. | | |
| 6 ELA 1.04 | 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. | | |
| 6 ELA 1.05 | 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. | | |
| 6 ELA 1.06 | Explain how an author develops the point of view of the narrator or speaker in a text. | | |
| 6 ELA 1.07 | 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. | | |
| 6 ELA 1.09 | Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. | | |
| 6 ELA 1.10 | Read and comprehend literature, including stories, dramas, and poems. | | |
| 6 ELA 2 | INFORMATIONAL TEXT | | |
| 6 ELA 2.01 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| 6 ELA 2.02 | 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. | | |
| 6 ELA 2.03 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. | | |
| 6 ELA 2.04 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | |
| 6 ELA 2.05 | 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. | | |
| 6 ELA 2.06 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | | |
| 6 ELA 2.07 | Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. | | |
| 6 ELA 2.08 | 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. | | |
| 6 ELA 2.09 | Compare and contrast one author's presentation of events with that of another. | | |
| 6 ELA 2.10 | Read and comprehend literary nonfiction. | | |
| 6 ELA 4 | WRITING | | |
| 6 ELA 4.01 | Write arguments to support claims with clear reasons and relevant evidence. | | |
| 6 ELA 4.02 | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | |
| 6 ELA 4.03 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | |
| 6 ELA 4.04 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |
| 6 ELA 4.05 | With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | |
| 6 ELA 4.06 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | |
| 6 ELA 4.07 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | |
| 6 ELA 4.08 | 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. | | |
| 6 ELA 4.09 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | |
| 6 ELA 4.10 | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | | |
| 6 ELA 5 | SPEAKING AND LISTENING | | |
| 6 ELA 5.01 | Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. | | |

| Identifier | Poplar - Grade 6 - Language Arts/Reading | Introduced | Completed |
|------------|---|------------|-----------|
| 6 ELA 5.02 | Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. | | |
| 6 ELA 5.03 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not | | |
| 6 ELA 5.04 | 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. | | |
| 6 ELA 5.05 | Include multimedia components and visual displays in presentations to clarify information. | | |
| 6 ELA 5.06 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | |
| 6 ELA 6 | LANGUAGE | | |
| 6 ELA 6.01 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |
| 6 ELA 6.02 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | |
| 6 ELA 6.03 | Use Knowledge of language and its conventions when writing, speaking, reading, or listening. | | |
| 6 ELA 6.04 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | | |
| 6 ELA 6.05 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | |
| 6 ELA 6.06 | 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. | | |

| Identifier | Poplar - Grade 6 - Mathematics | Introduced | Completed |
|------------|---|------------|-----------|
| 6 M 1 | MATHEMATICAL PRACTICES | | |
| 6 M 1.01 | Makes sense of problems and persevere in solving them. | | |
| 6 M 1.02 | Reason abstractly and quantitatively. | | |
| 6 M 1.03 | Construct viable arguments and critique the reasoning of others. | | |
| 6 M 1.04 | Model with mathematics. | | |
| 6 M 1.05 | Use appropriate tools strategically. | | |
| 6 M 1.06 | Attend to precision. | | |
| 6 M 1.07 | Look for and make use of structure. | | |
| 6 M 1.08 | Look for and express regularity in repeated reasoning. | | |
| 6 M 2 | RATIOS AND PROPORTIONAL RELATIONSHIPS | | |
| 6 M 2.01 | Understand ratio concepts and use ratio reasoning to solve problems. | | |
| 6 M 3 | THE NUMBER SYSTEM | | |
| 6 M 3.01 | Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | | |
| 6 M 3.02 | Compute fluently with multi-digit numbers and find common factors and multiples. | | |
| 6 M 3.03 | Apply and extend previous understandings of numbers to the system of rational numbers. | | |
| 6 M 4 | EXPRESSIONS AND EQUATIONS | | |
| 6 M 4.01 | Apply and extend previous understandings of arithmetic to algebraic expressions. | | |
| 6 M 4.02 | Reason about and solve one-variable equations and inequalities. | | |
| 6 M 4.03 | Represent and analyze quantitative relationships between dependent and independent variables. | | |
| 6 M 5 | GEOMETRY | | |
| 6 M 5.01 | Solve real-world and mathematical problems involving area, surface area, and volume. | | |
| 6 M 6 | STATISTICS AND PROBABILITY | | |
| 6 M 6.01 | Develop understanding of statistical variability. | | |
| 6 M 6.02 | Summarize and describe distributions. | | |

| Identifier | Poplar - Grade 6 - Social Studies | | Introduced | Completed |
|-------------|-----------------------------------|--|------------|-----------|
| 6 SS 1 | CIVICS | | | |
| 6 SS 1.1.01 | Rules and Law | Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships). | | |
| 6 SS 1.1.02 | Rules and Law | Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy. | | |
| 6 SS 1.1.03 | Rules and Law | Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government. | | |
| 6 SS 1.1.04 | Rules and Law | Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution. | | |
| 6 SS 1.2.01 | US Government | Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution. | | |
| 6 SS 1.2.02 | US Government | Explain the historic compromises that created a two-house Congress and identify the responsibilities of each. | | |
| 6 SS 1.2.03 | US Government | Discuss enumerated and implied powers of the U.S. Congress. | | |
| 6 SS 1.2.04 | US Government | Describe the duties of the President, such as presenting a budget proposal. | | |
| 6 SS 1.2.05 | US Government | List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions. | | |
| 6 SS 1.2.06 | US Government | Describe the trial process, including the selection and responsibilities of jurors. | | |
| 6 SS 1.2.07 | US Government | Explain the system of checks and balances in the design of the U.S. Constitution. | | |
| 6 SS 1.3.01 | National and State Government | Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments. | | |
| 6 SS 1.3.02 | National and State Government | Define "federalism." | | |
| 6 SS 1.3.03 | National and State Government | Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments. | | |
| 6 SS 1.4.01 | Political Process | Describe the election process. | | |
| 6 SS 1.4.02 | Political Process | Provide examples of how political parties changed. | | |
| 6 SS 1.4.03 | Political Process | Identify the impact of interest groups on the political process. | | |
| 6 SS 1.4.04 | Political Process | Identify the influence of the media in forming public opinion. | | |
| 6 SS 1.4.05 | Political Process | Identify propaganda and persuasion in political advertising and literature. | | |
| 6 SS 1.4.06 | Political Process | Provide examples of contemporary public issues that may require public solutions. | | |
| 6 SS 1.5.01 | Citizenship | Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service. | | |
| 6 SS 1.5.02 | Citizenship | Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance. | | |
| 6 SS 1.5.03 | Citizenship | Explain the necessity of the Bill of Rights for a democratic society. | | |
| 6 SS 1.5.04 | Citizenship | Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States. | | |
| 6 SS 1.6.01 | State and Local Government | Compare the organization and purpose of state, local, and tribal government. | | |
| 6 SS 1.6.02 | State and Local Government | Describe the juvenile, civil, and criminal court systems. | | |
| 6 SS 1.7.01 | Political and Economic Systems | Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism. | | |
| 6 SS 1.7.02 | Political and Economic Systems | Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy. | | |
| 6 SS 1.8.01 | International Relations | Identify nations that play a significant role in U.S. foreign policy. | | |
| 6 SS 1.8.02 | International Relations | Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention. | | |
| 6 SS 1.8.03 | International Relations | Describe the purpose of the United Nations. | | |
| 6 SS 1.8.04 | International Relations | List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross. | | |
| 6 SS 2 | ECONOMICS | | | |
| 6 SS 2.1.01 | Economic Way of Thinking | Use the concept of opportunity cost to evaluate the tradeoffs when choices occur. | | |
| 6 SS 2.1.02 | Economic Way of Thinking | Explain that self-interest is a motivational factor when people respond to incentives. | | |
| 6 SS 2.1.03 | Economic Way of Thinking | Identify the additional benefits and the additional costs that result from choosing a little more or a little less. | | |
| 6 SS 2.1.04 | Economic Way of Thinking | Evaluate career paths by comparing costs and benefits. | | |

| Identifier | Poplar - Grade 6 - Social Studies | | Introduced | Completed |
|-------------|--|---|------------|-----------|
| 6 SS 2.2.01 | Measure US Economic Performance | Explain gross domestic product (GDP) and how it is used to describe a country's economic output. | | |
| 6 SS 2.2.02 | Measure US Economic Performance | Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S. | | |
| 6 SS 2.2.03 | Measure US Economic Performance | Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year. | | |
| 6 SS 2.2.04 | Measure US Economic Performance | Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work. | | |
| 6 SS 2.2.05 | Measure US Economic Performance | Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time. | | |
| 6 SS 2.2.06 | Measure US Economic Performance | Explain why riskier loans command higher interest rates than safer loans. | | |
| 6 SS 2.2.07 | Measure US Economic Performance | Distinguish between high and low interest rates for the U.S. economy over time. | | |
| 6 SS 2.2.08 | Measure US Economic Performance | Identify career fields that are experiencing growth and career fields that are experiencing decline. | | |
| 6 SS 2.3.01 | Functioning of Markets | Give examples of markets in which people benefit from trade. | | |
| 6 SS 2.3.02 | Functioning of Markets | Explain how supply and demand function to determine market prices. | | |
| 6 SS 2.3.03 | Functioning of Markets | Explain why buyers demand less yet sellers supply more when prices go up. | | |
| 6 SS 2.3.04 | Functioning of Markets | Explain why buyers demand more yet sellers supply less when prices go down. | | |
| 6 SS 2.3.05 | Functioning of Markets | Identify instances in which people might pay interest or receive interest. | | |
| 6 SS 2.3.06 | Functioning of Markets | Explain the factors that should be considered when making individual purchasing decisions, given changes in prices. | | |
| 6 SS 2.4.01 | Private US Economic Institutions | Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers). | | |
| 6 SS 2.4.02 | Private US Economic Institutions | Explain the purposes and functions of labor unions (e.g., collective bargaining). | | |
| 6 SS 2.4.03 | Private US Economic Institutions | Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation. | | |
| 6 SS 2.4.04 | Private US Economic Institutions | Explain why not-for-profit organizations are tax exempt. | | |
| 6 SS 2.4.05 | Private US Economic Institutions | Compare the rewards and risks of saving and borrowing money with several types of financial institutions. | | |
| 6 SS 2.4.06 | Private US Economic Institutions | Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations. | | |
| 6 SS 2.5.01 | Money | Illustrate how prices stated in money terms help people compare the value of products. | | |
| 6 SS 2.5.02 | Money | Describe the transition from the use of commodities as money to the use of modern forms of money. | | |
| 6 SS 2.5.03 | Money | Identify pros and cons of paying with cash versus using credit. | | |
| 6 SS 2.6.01 | US Economy as a Whole | Explain ways in which households, schools, or community groups allocate resources. | | |
| 6 SS 2.6.02 | US Economy as a Whole | Explain how consumer and producer reactions to price changes affect resource allocation. | | |
| 6 SS 2.6.03 | US Economy as a Whole | Explain how the current utilization of a productive resource affects the availability of that resource in the future. | | |
| 6 SS 2.6.04 | US Economy as a Whole | Explain the circular flow of economic activity. | | |
| 6 SS 2.6.05 | US Economy as a Whole | Identify factors that can affect an individual's likelihood of being unemployed. | | |
| 6 SS 2.6.06 | US Economy as a Whole | Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces. | | |
| 6 SS 2.6.07 | US Economy as a Whole | Identify a career path of interest and explain how the associated earnings are affected by the market. | | |
| 6 SS 2.7.01 | Evolving Economy | Explain how investment improves standards of living by increasing productivity. | | |
| 6 SS 2.7.02 | Evolving Economy | Describe the advantages and disadvantages of being an entrepreneur. | | |
| 6 SS 2.7.03 | Evolving Economy | Illustrate how competition among sellers decreases prices, while competition among buyers increases prices. | | |
| 6 SS 2.7.04 | Evolving Economy | Give examples of how specialization is facilitated by trade. | | |
| 6 SS 2.7.05 | Evolving Economy | Give examples of ways investment can improve students' performance in school, sports, etc. | | |
| 6 SS 2.8.01 | Role of Government in a Market Economy | Give examples of the kinds of goods and services that government provides. | | |
| 6 SS 2.8.02 | Role of Government in a Market Economy | Give examples of activities that benefit participants, yet harm nonparticipants. | | |
| 6 SS 2.8.03 | Role of Government in a Market Economy | Identify methods by which government redistributes income. | | |

| Identifier | Poplar - Grade 6 - Social Studies | | Introduced | Completed |
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| 6 SS 2.8.04 | Role of Government in a Market Economy | Give examples of ways government protects property. | | |
| 6 SS 2.8.05 | Role of Government in a Market Economy | Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending. | | |
| 6 SS 2.9.01 | International Economy | Explain how governments use tariffs or quotas to restrict trade. | | |
| 6 SS 2.9.02 | International Economy | Describe how economic interdependence among countries affects standards of living in those countries. | | |
| 6 SS 2.9.03 | International Economy | Compute prices of U.S. products in terms of other countries' currencies. | | |
| 6 SS 2.9.04 | International Economy | Identify goods that would not be readily available in U.S. stores if there were no international trade. | | |
| 6 SS 3 | GEOGRAPHY | | | |
| 6 SS 3.1.01 | Geographic Skills | Ask questions about a geographic change that is taking place in their city or region. | | |
| 6 SS 3.1.02 | Geographic Skills | Collect geographic facts from a physical region in their community. | | |
| 6 SS 3.1.03 | Geographic Skills | Create a diagram that will illustrate geographic information. | | |
| 6 SS 3.1.04 | Geographic Skills | Outline and prioritize geographic information from a variety of geographic sources. | | |
| 6 SS 3.1.05 | Geographic Skills | Utilize visual displays to support conclusions drawn about geographic information. | | |
| 6 SS 3.2.01 | World in Spatial Terms | Identify and locate Earth's major parallels and meridians. | | |
| 6 SS 3.2.02 | World in Spatial Terms | Identify different map projections (e.g., Robinson and Mercator). | | |
| 6 SS 3.2.03 | World in Spatial Terms | Use maps, graphic representations, aerial photographs, satellite images, and computer resources to identify and locate Earth's physical and human systems. | | |
| 6 SS 3.2.04 | World in Spatial Terms | Create a sketch map of geographical setting from a written narrative (e.g., Incredible Journey, Island of the Blue Dolphins). | | |
| 6 SS 3.2.05 | World in Spatial Terms | Use historical maps to discuss changes that have occurred in a place over time. | | |
| 6 SS 3.2.06 | World in Spatial Terms | Use a map of the community to discuss a local geographic issue (e.g., location of school, park, and highway). | | |
| 6 SS 3.3.01 | Places and Regions | Locate examples of landforms that define the political boundaries of their state or region. | | |
| 6 SS 3.3.02 | Places and Regions | Identify and locate examples of cultural regions found within the United States (e.g., Amish, Cajun). | | |
| 6 SS 3.3.03 | Places and Regions | Discuss how the same issue is perceived by different cultural groups. | | |
| 6 SS 3.3.04 | Places and Regions | Choose a technology and examine the different stages of its development (e.g., transportation, communication). | | |
| 6 SS 3.3.05 | Places and Regions | Describe a physical region that has had an impact on human activities. | | |
| 6 SS 3.3.06 | Places and Regions | Describe the impact that change in your community or state has had on its environment or population. | | |
| 6 SS 3.3.07 | Places and Regions | Give examples of how geographers create regions to help organize information about people and places. | | |
| 6 SS 3.4.01 | Physical Systems | Explain how conditions in the atmosphere can affect those on the lithosphere. | | |
| 6 SS 3.4.02 | Physical Systems | Characterize natural hazards into one of Earth's four basic physical systems from which they can originate. | | |
| 6 SS 3.4.03 | Physical Systems | Describe characteristics of a specific ecosystem. | | |
| 6 SS 3.4.04 | Physical Systems | Describe the biodiversity of various ecosystems on Earth. | | |
| 6 SS 3.4.05 | Physical Systems | Describe the changes that take place in an ecosystem over time (e.g., due to plant succession, fire, pollution). | | |
| 6 SS 3.5.01 | Human Systems | Recognize common demographic trends within Montana and the United States. | | |
| 6 SS 3.5.02 | Human Systems | Describe changes that occur in a place due to human migration. | | |
| 6 SS 3.5.03 | Human Systems | Discuss changes in the historical movement of people and goods. | | |
| 6 SS 3.5.04 | Human Systems | Identify the patterns of local and state migration and settlement. | | |
| 6 SS 3.5.05 | Human Systems | Explain the geographic reasons why states and countries trade with each other. | | |
| 6 SS 3.5.06 | Human Systems | Identify regions that depend on a primary economic activity. | | |
| 6 SS 3.5.07 | Human Systems | Create a map showing the locations of both developed and developing countries and explain the pattern of human development. | | |
| 6 SS 3.5.08 | Human Systems | Use a map to locate the headquarters of various cultural, political, and economic organizations. | | |
| 6 SS 3.5.09 | Human Systems | Create a map to illustrate an example of political boundaries. | | |
| 6 SS 3.6.01 | Environment and Society | Use maps or photographs to document changes in the physical environment. | | |
| 6 SS 3.6.02 | Environment and Society | Describe a specific opportunity provided by a particular physical environment. | | |
| 6 SS 3.6.03 | Environment and Society | Explain how a local industry has accelerated change in the physical environment. | | |
| 6 SS 3.6.04 | Environment and Society | Explore the impact of human modification of the physical environment on the people who live there. | | |

| Identifier | Poplar - Grade 6 - Social Studies | | Introduced | Completed |
|---------------|-----------------------------------|--|------------|-----------|
| 6 SS 3.6.05 | Environment and Society | Identify natural hazards that are common to different regions of the United States or the world. | | |
| 6 SS 3.6.06 | Environment and Society | Explain how natural resources help people create other products and industries. | | |
| 6 SS 3.6.07 | Environment and Society | Describe how Earth's resources can be modified to create wealth. | | |
| 6 SS 3.7.01 | Geographic Applications | Identify resources that have played a role in historical events or movements. | | |
| 6 SS 3.7.02 | Geographic Applications | Identify resources that are playing a role in current events. | | |
| 6 SS 3.7.03 | Geographic Applications | Discuss a geographic issue from more than one point of view. | | |
| 6 SS 3.7.04 | Geographic Applications | Describe how human actions could modify future conditions on Earth. | | |
| 6 SS 4 | HISTORY | | | |
| 6 SS 4.1.01 | Chronology | Describe how a current event is presented by multiple sources. | | |
| 6 SS 4.1.02 | Chronology | Create a tiered time line. | | |
| 6 SS 4.2.01 | History Skills | Frame historical questions that examine multiple viewpoints. | | |
| 6 SS 4.2.02 | History Skills | Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period. | | |
| 6 SS 4.2.03 | History Skills | Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables. | | |
| 6 SS 4.3.01 | Prehistory to 400 CE | Explain the characteristics and environments of hunter-gatherer. | | |
| 6 SS 4.3.02 | Prehistory to 400 CE | Identify significant characteristics of early agricultural societies, including farming and domestication of animals. | | |
| 6 SS 4.3.03 | Prehistory to 400 CE | Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome. | | |
| 6 SS 4.3.04 | Prehistory to 400 CE | Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome. | | |
| 6 SS 4.3.05 | Prehistory to 400 CE | Describe the lifestyles of Montana's people. | | |
| 6 SS 4.4.01 | 1 CE to 1400 | Describe the Viking exploration of North America. | | |
| 6 SS 4.4.02 | 1 CE to 1400 | Describe contributions of and locate the Mayan, Aztec, and Incan civilizations. | | |
| 6 SS 4.4.03 | 1 CE to 1400 | Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism. | | |
| 6 SS 4.4.04 | 1 CE to 1400 | Identify the characteristics of European feudalism. | | |
| 6 SS 4.5.01 | 1200 to 1750 | Define the Renaissance in terms of science and fine arts. | | |
| 6 SS 4.5.02 | 1200 to 1750 | Describe the lifestyles of Montana's Native American cultures. | | |
| 6 SS 4.5.03 | 1200 to 1750 | Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic. | | |
| 6 SS 4.5.04 | 1200 to 1750 | Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion. | | |
| 6 SS 4.5.05 | 1200 to 1750 | Explain interactions among Native Americans, Europeans, and Africans. | | |
| 6 SS 4.5.06 | 1200 to 1750 | Compare the lifestyles of Native Americans with those of the colonists. | | |
| 6 SS 4.5.07 | 1200 to 1750 | Explain where and why colonies were established in the Americas by European nations and how those colonies were governed. | | |
| 6 SS 4.5.08 | 1200 to 1750 | Describe lifestyles in the New England, Middle, and Southern colonies. | | |
| 6 SS 4.5.09 | 1200 to 1750 | Describe the African slave trade. | | |
| 6 SS 4.6.01 | 1700 to 1865 | Describe major inventions of the Industrial Revolution, including steam engine and textile machines. | | |
| 6 SS 4.6.02 | 1700 to 1865 | Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act. | | |
| 6 SS 4.6.03 | 1700 to 1865 | Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness. | | |
| 6 SS 4.6.04 | 1700 to 1865 | Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge. | | |
| 6 SS 4.6.05 | 1700 to 1865 | Identify the Articles of Confederation. | | |
| 6 SS 4.6.06 | 1700 to 1865 | Explain why the Constitution was written. | | |
| 6 SS 4.6.07 | 1700 to 1865 | Identify the principles of the Bill of Rights. | | |
| 6 SS 4.6.08 | 1700 to 1865 | Define capitalism and free market economy. | | |
| 6 SS 4.6.09 | 1700 to 1865 | Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties. | | |
| 6 SS 4.6.10 | 1700 to 1865 | Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812. | | |
| 6 SS 4.6.11 | 1700 to 1865 | Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration. | | |

| Identifier | Poplar - Grade 6 - Social Studies | | Introduced | Completed |
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| 6 SS 4.6.12 | 1700 to 1865 | Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music. | | |
| 6 SS 4.6.13 | 1700 to 1865 | Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush. | | |
| 6 SS 4.6.14 | 1700 to 1865 | Describe the contributions of the explorers and settlers in preterritorial Montana and their influences on the future. | | |
| 6 SS 4.6.15 | 1700 to 1865 | Describe the influences on the political and economic development of preterritorial Montana. | | |
| 6 SS 4.6.16 | 1700 to 1865 | Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth. | | |
| 6 SS 4.6.17 | 1700 to 1865 | Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee. | | |
| 6 SS 4.6.18 | 1700 to 1865 | Explain the events that led to Montana statehood. | | |
| 6 SS 4.7.01 | 1860 to 1920 | Identify the 13th, 14th, and 15th Amendments to the Constitution. | | |
| 6 SS 4.7.02 | 1860 to 1920 | Identify the Black Codes and Jim Crow Laws. | | |
| 6 SS 4.7.03 | 1860 to 1920 | Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn. | | |
| 6 SS 4.7.04 | 1860 to 1920 | Describe the contributions of Native Americans in Montana and the United States. | | |
| 6 SS 4.7.05 | 1860 to 1920 | Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation. | | |
| 6 SS 4.7.06 | 1860 to 1920 | Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication. | | |
| 6 SS 4.7.07 | 1860 to 1920 | Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller. | | |
| 6 SS 4.7.08 | 1860 to 1920 | Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Montana and the United States. | | |
| 6 SS 4.7.09 | 1860 to 1920 | Describe the goals and accomplishments of labor unions in Montana and the United States. | | |
| 6 SS 4.7.10 | 1860 to 1920 | Describe the women's suffrage movement and the 19th Amendment. | | |
| 6 SS 4.7.11 | 1860 to 1920 | Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War. | | |
| 6 SS 4.7.12 | 1860 to 1920 | Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles. | | |
| 6 SS 4.8.01 | 1920 to 1945 | Define totalitarianism. | | |
| 6 SS 4.8.02 | 1920 to 1945 | Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances. | | |
| 6 SS 4.8.03 | 1920 to 1945 | Explain how literature, music, and visual arts were a reflection of the time. | | |
| 6 SS 4.8.04 | 1920 to 1945 | Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Montana, including stock market crash, family life, and government programs. | | |
| 6 SS 4.8.05 | 1920 to 1945 | Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations. | | |
| 6 SS 4.8.06 | 1920 to 1945 | Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps. | | |
| 6 SS 4.8.07 | 1920 to 1945 | Identify the effects of World War II on the home front in the United States and Montana, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter." | | |
| 6 SS 4.9.01 | 1945 to 1990 | Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO. | | |
| 6 SS 4.9.02 | 1945 to 1990 | Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis. | | |
| 6 SS 4.9.03 | 1945 to 1990 | Explain why the United Nations was involved in the Korean War and the outcome of its involvement. | | |
| 6 SS 4.9.04 | 1945 to 1990 | Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances. | | |
| 6 SS 4.9.05 | 1945 to 1990 | Summarize the changes in the United States' demographics. | | |
| 6 SS 4.9.06 | 1945 to 1990 | Describe the impact of the United States military in Montana. | | |

| Identifier | Poplar - Grade 6 - Social Studies | | Introduced | Completed |
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| 6 SS 4.9.07 | 1945 to 1990 | Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Montana, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez. | | |
| 6 SS 4.9.08 | 1945 to 1990 | Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs. | | |
| 6 SS 4.9.09 | 1945 to 1990 | Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair. | | |
| 6 SS 4.9.10 | 1945 to 1990 | Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative. | | |
| 6 SS 4.9.11 | 1945 to 1990 | Describe the significance of the breakup of the USSR, including fall of the Berlin Wall. | | |
| 6 SS 4.9.12 | 1945 to 1990 | Describe the effects of tourism on Montana. | | |
| 6 SS 4.9.13 | 1945 to 1990 | Identify examples of arts, music, literature, and the media in United States society. | | |
| 6 SS 4.10.01 | 1990 to Present | Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances. | | |
| 6 SS 4.10.02 | 1990 to Present | Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation. | | |
| 6 SS 4.10.03 | 1990 to Present | Identify the causes and effects of the Persian Gulf War. | | |
| 6 SS 4.10.04 | 1990 to Present | Identify the role of the media in the changing political climate. | | |
| 6 SS 4.10.05 | 1990 to Present | Identify how literature, music, and the visual arts are a reflection of the time. | | |

| Identifier | Poplar - Grade 6 - Science | | Introduced | Completed |
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| 6 S 1 | PHYSICAL SCIENCE | | | |
| 6 S 1.1.01 | Forces and Motion | Investigate and describe the concept that some objects move so slowly or so rapidly that their motion is difficult to detect. | | |
| 6 S 1.1.02 | Forces and Motion | Investigate and describe how machines can use motion to do work. | | |
| 6 S 1.1.03 | Forces and Motion | Investigate and describe the relationship between the mass and the volume of various objects. | | |
| 6 S 1.2.01 | Structure and Properties of Matter | Explain that all matter is composed of atoms, and atoms are composed of smaller particles. | | |
| 6 S 1.2.02 | Structure and Properties of Matter | Investigate and describe how elements can combine to form new substances which often have different properties. | | |
| 6 S 1.3.01 | Energy and Matter - Interactions and Forms | Interactions and Forms: Investigate and describe how electrical energy can be transferred through various materials. | | |
| 6 S 1.3.02 | Energy and Matter - Interactions and Forms | Interactions and Forms: Investigate and describe how energy exists in different forms (e.g., heat, light, chemical, electrical, and others). | | |
| 6 S 1.4.01 | Chemical Reaction | Investigate and describe how chemical reactions may be fast or slow. | | |
| 6 S 1.5.01 | Nuclear Energy and Electromagnetic Energy | Describe light in terms of simple properties (e.g., color, brightness). | | |
| 6 S 2 | LIFE SCIENCE | | | |
| 6 S 2.1.01 | The Cell | Distinguish between living and non-living matter | | |
| 6 S 2.1.02 | The Cell | Compare plant and animal cells | | |
| 6 S 2.1.03 | The Cell | Discuss the relationships among cells, tissues, organs, systems, and organisms | | |
| 6 S 2.2.01 | Diversity of Life | Explore the major groups of animals | | |
| 6 S 2.2.02 | Diversity of Life | Explore the major groups of plants | | |
| 6 S 2.2.03 | Diversity of Life | Analyze the characteristics of organisms that do not fit the description of plants or animals | | |
| 6 S 2.3.01 | Cellular Reproduction and Genetics | Explore cells as the structural foundation for all living things | | |
| 6 S 2.3.02 | Cellular Reproduction and Genetics | Describe how traits are passed from one generation to the next | | |
| 6 S 2.3.03 | Cellular Reproduction and Genetics | Explain how natural selection leads to new and varied species | | |
| 6 S 3 | EARTH AND SPACE SCIENCE | | | |
| 6 S 3.1.01 | Earth Models | Investigate, design, and use various kinds of maps. | | |
| 6 S 4 | ENVIRONMENTAL SCIENCES | | | |
| 6 S 4.1.01 | Humans and Environment | Explain how human populations interact with the environment | | |
| 6 S 4.1.02 | Humans and Environment | Distinguish between renewable and nonrenewable resources | | |
| 6 S 4.1.03 | Humans and Environment | Diagram various natural cycles | | |
| 6 S 5 | THE NATURE AND HISTORY OF SCIENCE | | | |
| 6 S 5.1.01 | Scientific, Historical, and Technological Perspectives | Identify and describe various technological tools that scientists use to help them do their work. | | |
| 6 S 5.2.01 | Reasoning and Critical Response Skills | Investigate and describe the components of systems (including processes or parts). | | |
| 6 S 5.2.02 | Reasoning and Critical Response Skills | Distinguish between fact and opinion when responding to information. | | |
| 6 S 5.3.01 | Taxonomy | Describe characteristics scientists use to classify organisms | | |
| 6 S 5.3.02 | Taxonomy | Distinguish between common names and scientific names | | |
| 6 S 5.3.03 | Taxonomy | Use a key to identify organisms | | |
| 6 S 6 | SCIENTIFIC INQUIRY, PROCESSES AND SKILLS | | | |
| 6 S 6.1.01 | Systems, Models, Risk, and Predictions | Analyze data to predict likely outcomes (e.g., how temperature range can affect the survival rate of a species). | | |
| 6 S 6.2.01 | Laboratory Skills and Safety | Use safety equipment and attire. | | |
| 6 S 6.3.01 | Foundations of Science | Describe the steps of the scientific method | | |
| 6 S 6.3.02 | Foundations of Science | Use the appropriate metric measurement for length, mass, volume, and temperature | | |
| 6 S 6.3.03 | Foundations of Science | Practice safety measures in the laboratory | | |