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Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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English/Language Arts: Grade 6

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 6 (800L-1050L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
E1b.2: supports assertions with elaborated and convincing evidence;
E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections; and
E1b.5: evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Make connections between literary works according to a common theme.*
- *Participate in formal or informal book talk.*
- *Produce a literary response paper.*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*
- *Create a personal response to a selection or experience.*
- *Debate or hold a panel discussion regarding the perspectives in various genres.*
- *Select literature from a variety of genres or authors.*

Standard:

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

Components:	<p>E1c.1: restates or summarizes information;</p> <p>E1c.2: relates new information to prior knowledge and experience;</p> <p>E1c.3: extends ideas; and</p> <p>E1c.4: makes connections to related topics or information.</p>
Examples:	<p><i>Examples of activities through which students might produce evidence of reading informational materials include:</i></p> <ul style="list-style-type: none"> • <i>Present information to an audience of peers.</i> • <i>Produce a chapter book on a factual topic using more than one source.</i> • <i>Rewrite video game instructions for a younger reader.</i> • <i>Summarize and expand oral and written presentation using content specific/ technical vocabulary.</i> • <i>Use multi-media tools to present information and enhance a project.</i> • <i>Organizes key information read using a graphic format.</i>
Standard:	<p>E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:</p>
Components:	<p>E1d.1: identifies the social context of the document;</p> <p>E1d.2: identifies the author’s purpose;</p> <p>E1d.3: formulates an argument and offers evidence to support it;</p> <p>E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile; and</p> <p>E1d.5: identifies or uses commonly used persuasive techniques.</p>
Examples:	<p><i>Examples of activities through which students might produce evidence of familiarity with public documents include:</i></p> <ul style="list-style-type: none"> • <i>Summarize and critique two or more local newspaper articles related to the same topic or issue.</i> • <i>Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.</i> • <i>Write a letter to the editor in response to an editorial or to an article of local or national importance.</i> • <i>Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet)</i> • <i>Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.</i>
Strand:	
E2 Writing	<p>Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.</p>
Standard:	<p>E2a: The student produces a report that:</p>
Components:	<p>E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p>

- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote; and
- E2a.7:** provides a sense of closure to the writing.

Examples:

Examples of reports include:

- *An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two civilizations).*
- *A chapter book.*
- *A multimedia presentation using research gained from print and other media sources.*
- *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- *A report of information on an item of personal interest or experience.*

Standard:

E2b: The student produces a response to literature that:

Components:

- E2b.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** provides a sense of closure to the writing.
- E2b.6:** anticipates and answers a reader's questions;

Examples:

Examples of responses to literature include:

- *A literary response paper.*
- *A book review.*
- *A parody.*
- *A literary analysis paper.*
- *A comparison of a children's literary classic with a televised version of the same work.*
- *A brochure.*
- *A journal*
- *A newspaper or magazine article.*

Standard:

E2c: The student produces a narrative account (fictional or autobiographical) that:

Components:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;

- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue and tension or suspense; and
- E2c.8:** provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *A biographical account.*
- *A problem-solution essay.*
- *A fiction or non-fiction story.*
- *A personal narrative.*
- *A historical account.*
- *A news account of an event, fiction or non-fiction.*
- *A videotape presentation.*
- *An observational writing.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader; and
- E2d.7:** provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- *A set of instructions for using media technology.*
- *An explanation of a mathematical procedure.*
- *A report of information explaining steps and/or procedures for a familiar activity.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea;

- E2e.3:** creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates reader concerns and counter-arguments;
- E2e.7:** provides a sense of closure to the writing.

Examples:

Examples of persuasive essays include:

- *A position paper.*
- *An evaluation of a product or policy.*
- *A letter to an official that uses arguments to support an opinion.*
- *A speech for a candidate for school or public office.*
- *A multimedia presentation based on a text read.*
- *An advertisement.*
- *A commercial script.*

Strand:

E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

- E3a.1:** initiates new topics in addition to responding to adult-initiated topics;
- E3a.2:** asks relevant questions;
- E3a.3:** responds to questions with appropriate elaboration;
- E3a.4:** uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; and
- E3a.5:** confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Book Talks with a teacher or parent.*
- *Analytical discussions of a movie or television program with a teacher or parent.*
- *Interviews with teachers or other adults with discussion.*
- *Interviews with multiple teachers or adults about their opinions of a major international news event.*
- *Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*
- *Discussion with a teacher or parent about a portfolio of work.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:	<p>E3b.1: displays appropriate turn-taking behaviors;</p> <p>E3b.2: actively solicits another person’s comment or opinion;</p> <p>E3b.3: offers own opinion forcefully without dominating;</p> <p>E3b.4: responds appropriately to comments and questions;</p> <p>E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6: gives reasons in support of opinions expressed;</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;</p> <p>E3b.8: employs a group decision-making technique such as a problem- solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).</p>
Examples:	<p><i>Examples of activities involving group meetings include:</i></p> <ul style="list-style-type: none"> • <i>Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)</i> • <i>Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.</i> • <i>Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, co-plan, co-conduct, form coalitions and orchestrate follow-up for problem-solving or enactment of the results of the town meeting.</i> • <i>Take part in book talks with other students. Students co-plan, co- conduct, and strategize for the book talks.</i> • <i>Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format other than just for classmates.</i> • <i>Role-play to better understand a certain historical event.</i> • <i>Participate in peer writing response groups</i> • <i>Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.</i> • <i>Dramatize a story, including characters, dialogue, and simple stage directions; perform assigned roles for the class.</i> • <i>Listen to introductory pages of literary pieces and make predictions.</i> • <i>Work in pairs to prepare a presentation that focuses on aesthetic elements in a piece of literature.</i> • <i>Have students take turns reading a poem aloud and finding rhyming words. Ask how the poet manages to deliver so much information and feeling in so few words.</i> • <i>Meet in groups to dialogue interpretations of literary elements in a piece of literature.</i>
Standard:	<p>E3c: The student prepares and delivers an individual presentation in which the student:</p>
Components:	<p>E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p>

- E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** engages the audience with appropriate verbal cues and eye contact; and
- E3c.5:** projects a sense of individuality and personality in selecting and organizing content, and in delivery.
- E3c.6:** develops several main points relating to a single thesis;

Examples:

Examples of presentations include:

- *A presentation of project plans or a report for an Applied Learning project.*
- *A report that analyzes several policies in effect throughout the school environment about the same issue with the student proposing a new policy based upon this analysis.*
- *A report to adults and students about a meaningful project that would enhance the quality of life or learning in the school environment.*
- *A role play of mythological figures who debate a current issue.*
- *A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.*
- *characters in literature with people actually known by the student.*
- *A summary of a piece of significant non-fiction writing in order to orally communicate the essential points to classmates.*
- *A synopsis of a piece of non-fiction writing presented orally.*

Standard:

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

Components:

- E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;
- E3d.2:** evaluates the role of the media in focusing attention and in forming opinion;
- E3d.3:** judges the extent to which the media are a source of entertainment as well as a source of information; and
- E3d.4:** defines the role of advertising as part of media presentation.

Examples:

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- *Present a paper or report on reasons for selecting one media choice over another.*
- *Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.*
- *Summarize patterns of media exposure in writing or in oral reports.*
- *Analyze the appeal of particularly memorable commercials with an analysis on how the media manipulates the audience through the appeal.*
- *Evaluate a television program/video format or style; compare and contrast different styles.*
- *Prepare a presentation that expresses a position about a major news event and contrast this presentation to one done via the public broadcasting venue.*

- *Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.*
- *Analyze how different forms of media address the same topic.*

Strand:

E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Standard:

E4a: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

Components:

E4a.1: grammar;
E4a.2: paragraph structure;
E4a.3: punctuation;
E4a.4: sentence construction;
E4a.5: spelling; and
E4a.6: usage.

Examples:

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.*
- *Observe conventions of language during formal oral presentations.*
- *Revise a piece of writing by combining sentences.*

Standard:

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Components:

E4b.1: adding or deleting details;
E4b.2: adding or deleting explanations;
E4b.3: clarifying difficult passages;
E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;
E4b.5: sharpening the focus; and
E4b.6: reconsidering the organizational structure.

Examples:

Examples of activities through which students might produce evidence of analyzing and revising work include:

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*

- *Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.*
- *Consider and respond to the critiques of peers and teachers.*
- *Critique the writing or oral presentation of a peer.*

Strand:

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

Standard:

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

Components:

E5a.1: identifies recurring themes across works;

E5a.2: analyzes the impact of authors' decisions regarding word choice and content;

E5a.3: considers the differences among genres;

E5a.4: evaluates literary merit;

E5a.5: considers the function of point of view or persona;

E5a.6: examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;

E5a.7: identifies stereotypical characters as opposed to fully developed characters;

E5a.8: critiques the degree to which a plot is contrived or realistic;

E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings.

Examples:

Examples of activities through which students might produce evidence of responding to literature include:

- *Analyze stereotypical characters in a popular television production.*
- *Make connections between literary works according to a common theme.*
- *Produce a creative retelling of a familiar fairy tale for a group of adults.*
- *Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- *Create a verse by verse paraphrase of a poem.*
- *Compare a children's literary classic with a televised version of the same work.*
- *Participate in formal or informal book talks.*
- *Write or perform a skit.*
- *Write a parody.*
- *Speculate about point of view in a work read by the class.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A poem.*
- *A short play.*
- *A picture book.*
- *A story.*

Mathematics Curriculum Content Standards

Mathematics: Grade 6

The process standards of **problem solving, reasoning and proof, connections communication, and representation** are interwoven and independent with the content standards and are necessary for the comprehensive understanding of mathematics.

Strand: **M1 Numbers and Operations**

Essential To Know: Students select and use a combination of appropriate arithmetic operations to solve problems that use rational numbers.

Students apply and explain number theory concepts to solve problems.

Standard: **M1a:** Instructional programs should enable all students to understand numbers, ways of representing numbers, relationships among numbers, and number systems. In sixth grade all students should:

Components/Expectations: **M1a.1:** decompose and recompose whole numbers using factors and exponents;

M1a.2: find and use prime factorization of composite numbers;

M1a.3: use simple expressions involving integers to represent and solve problems;

M1a.4: compare and order positive and negative decimals and fractions and find their locations on a number line;

M1a.5: interpret and use ratios in different contexts to show relative sizes of two quantities, using appropriate notations, i.e., a/b , a to b , $a:b$.

Standard: **M1b:** Instructional programs should enable all students to understand meanings of operations and how they relate to one another. In sixth grade all students should:

Components/Expectations: **M1b.1:** use order of operations, including the use of exponents, decimals, rational numbers, to simplify numerical expressions;

M1b.2: explain the meaning and effects of arithmetic operations with positive numbers to include fractions, decimals, and percents.

Standard: **M1c:** Instructional programs should enable all students to understand how to compute fluently and make reasonable estimates. In sixth grade all students should:

Components/Expectations: **M1c.1:** perform fraction and decimal computations and justify the solutions;

M1c.2: estimate reasonableness of solutions to problems involving fractions and decimals;

M1c.3: select and use appropriate methods and tools for computing with fractions and decimals.

Strand: **M2 Algebra**

Essential to Know: Students should represent, analyze, and generalize patterns and relations with tables, graphs, and words.

Standard: **M2a:** Instructional programs should enable all students to understand patterns, relations, and functions. In sixth grade all students should:

Components/Expectations: **M2a.1:** recognize and generate equivalent forms of algebraic expressions;

	M2a.2: explain how the commutative, associative and distributive properties generate equivalent forms;
	M2a.3: solve simple linear equations and inequalities.
Standard:	M2b: Instructional programs should enable all students to represent and analyze mathematical situations and structures using algebraic symbols. In sixth grade all students should:
Components/Expectations:	M2b.1: use symbolic algebra to represent situations, i.e., relationships found in geometry;
	M2b.2: evaluate simple expressions by replacing variables with given values, and use formulas in problem-solving situations.
Standard:	M2c: Instructional programs should enable all students to use mathematical models to represent and understand quantitative relationships. In sixth grade all students should:
Component/Expectation:	M2c.1: create and interpret tables and graphs to draw conclusions and make predictions.
Standard:	M2d: Instructional programs should enable all students to analyze change in various contexts. In sixth grade all students should:
Component/Expectation:	M2d.1: create and compare representations that display constant and varying rates of change.
Strand:	M3 Geometry
Essential To Know:	Students predict, describe, and perform transformations on two-dimensional shapes. Students identify relationships among points, lines, and planes.
Standard:	M3a: Instructional programs should enable all students to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. In sixth grade all students should:
Component/Expectation:	M3a.1: describe and classify two- and three-dimensional shapes using their defining properties.
Standard:	M3b: Instructional programs should enable all students to specify locations and describe spatial relationships using coordinate geometry and other representational systems. In sixth grade all students should:
Component/Expectation:	M3b.1: identify and plot points on a coordinate plane in all quadrants.
Standard:	M3c: Instructional programs should enable all students to apply transformations and use symmetry to analyze mathematical situations. In sixth grade all students should:
Components/Expectations:	M3c.1: describe sizes, positions, orientations of shapes, after rotations, reflections, and translations;
	M3c.2: recognize, explain, and perform up to two transformations on two-dimensional shapes.

Standard: **M3d:** Instructional programs should enable all students to use visualization, spatial reasoning, and geometric modeling to solve problems. In sixth grade all students should:

Components/Expectations: **M3d.1:** draw and identify two-dimensional geometric figures with specific side length or angle measure;
M3d.2: describe and use properties of similarity and congruency with two-dimensional figures to solve problems.

Strand: **M4 Measurement**

Essential to Know: Students explain the relationships between perimeter and area and circumference and area of a circle.

Students use formulas to find perimeter, circumference and area.

Students identify rate as a form of measurement.

Standard: **M4a:** Instructional programs should enable all students to understand measurable attributes of objects and the units, systems, and processes of measurement. In sixth grade all students should:

Components/Expectations: **M4a.1:** explain the relationship between area and perimeter of a rectangle when one attribute is changed and the other remains constant;
M4a.2: investigate the precision of measurement required for tasks as well as the capability/accuracy of the instruments.

Standard: **M4b:** Instructional programs should enable all students to apply appropriate techniques, tools, and formulas to determine measurements. In sixth grade all students should:

Components/Expectations: **M4b.1:** develop and use formulas to find the perimeters and areas of triangles and quadrilaterals and to find the area and circumference of circles;
M4b.2: find the perimeter and area of irregular polygons;
M4b.3: identify rate as a form of measurement based on time, i.e., mph, rpm, cc/min.

Strand: **M5 Data Analysis and Probability**

Essential to Know: Students select, create, interpret, and justify the appropriate graphical representation of data.

Students understand and apply the fundamental concepts of probability.

Standard: **M5a:** Instructional programs should enable all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. In sixth grade all students should:

Components/Expectations: **M5a.1:** read and use graphical representations to make predictions and/or draw conclusions;
M5a.2: formulate questions, design a study and evaluate the data to reach a conclusion about characteristics shared by two populations or different characteristics that exist within a population.

Standard:	M5b: Instructional programs should enable all students to select and use appropriate statistical methods to analyze data. In sixth grade all students should:
Component/Expectation:	M5b.1: identify the measures of central tendency and spread of a data set to describe what it indicates about the data set.
Standard:	M5c: Instructional programs should enable all students to develop and evaluate inferences and predictions that are based on data. In sixth grade all students should:
Components/Expectations:	M5c.1: explain the effects of scale and/or interval changes in graphs that lead to misunderstandings; M5c.2: select, construct, interpret, and justify the appropriate graphical representation of data.
Standard:	M5d: Instructional programs should enable all students to understand and apply basic concepts of probability. In sixth grade all students should:
Components/Expectations:	M5d.1: use 0, 1, and ratios between 0 and 1 to represent the probability of outcomes for an event; M5d.2: describe and model all possible outcomes of simple events using tree diagrams, organized lists, etc.; M5d.3: explain why the sum of the probabilities of all possible outcomes of a particular event is one.
Strand:	M6 Problem Solving
Standard:	M6a: Instructional programs from pre-kindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> • build new mathematical knowledge through problem solving; • solve problems that arise in mathematics and in other contexts; • apply and adapt a variety of appropriate strategies to solve problems; • monitor and reflect on the process of mathematical problem solving.
Strand:	M7 Reasoning and Proof
Standard:	M7a: Instructional programs from pre-kindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> • recognize reasoning and proof as fundamental aspects of mathematics; • make and investigate mathematical conjectures; • develop and evaluate mathematical arguments and proofs; • select and use various types of reasoning and methods of proof.
Strand:	M8 Communication
Standard:	M8a: Instructional programs from pre-kindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> • organize and consolidate their mathematical thinking through communication; • communicate their mathematical thinking coherently and clearly to peers, teachers, and others; • analyze and evaluate the mathematical thinking and strategies of others;

- use the language of mathematics to express mathematical ideas precisely.

Strand:

M9 Connections

Standard:

- M9a:** Instructional programs from pre-kindergarten through grade 12 should enable all students to:
- recognize and use connections among mathematical ideas;
 - understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
 - recognize and apply mathematics in contexts outside of mathematics.

Strand

M10 Representation

Standard:

- M10a:** Instructional programs from pre-kindergarten through grade 12 should enable all students to:
- create and use representations to organize, record, and communicate mathematical ideas;
 - select, apply, and translate among mathematical representations to solve problems;
 - use representations to model and interpret physical, social, and mathematical phenomena

Science: Grade 6

Strand:

S1 Scientific Inquiry The student demonstrates abilities necessary to do scientific inquiry and an understanding about scientific inquiry; that is, the student:

Standards:

- S1a:** develops research questions that can be answered through scientific investigations.
- S1b:** accesses, evaluates and uses information from a variety of reliable sources.
- S1c:** designs, conducts, and records scientific investigations following the general procedures of scientific inquiry.
- S1d:** applies appropriate tools and techniques to systematically collect, record, analyze, interpret and present data.
- S1e:** develops logical descriptions, explanations, predictions, and models using evidence.
- S1f:** recognizes and analyzes interpretations, conclusions, and predictions based upon alternative evidence and explanations.
- S1g:** communicates scientific procedures, explanations, and conclusions using appropriate scientific language and mathematics.

Strand:

S2 History and Nature of Science The student demonstrates an understanding of science as a human endeavor, and the history and nature of science; that is, the student:

Standards:

- S2a:** describes how doing science requires varying human abilities, interest and habits of mind (such as: reasoning, insight, skill, creativity, intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.)
- S2b:** identifies contributions of individuals from diverse cultures who have extended the knowledge in science and technology.
- S2c:** explains how the effects of science and technology affect cultural development, innovation and human history.

Strand:

S3 Science in Personal and Social Perspectives The student demonstrates an understanding of safety and risks and benefits associated with natural and personal hazards; that is, the student:

Standards:

- S3a:** demonstrates personal and group safety and resource conservation.
- S3b:** compares the safety precautions needed during different natural hazards.
- S3c:** describes the risks, costs, and benefits of human decisions related to natural hazards.
- S3d:** explores causes of environmental degradation and resources depletion.

Strand:

S4 Science and Technology The student demonstrates an understanding about science and technology, and the nature of technological design; that is, the student:

Standards:

- S4a:** explores how societal challenges may drive scientific research.

- S4b:** designs and conducts a test on an invention (or existing product) based on specified criteria.
- S4c:** compares the intended benefits and unintended consequences of technology and how it impacts society.
- S4d:** describes how technology responds to societal needs.

Strand:

S5 Physical Science The student demonstrates a conceptual understanding of matter, motions and forces, and transfer of energy; that is, the student:

Standards:

- S5a:** investigates how some common elements combine to form mixtures and compounds.
 - Mixtures and compounds have properties.
 - A mixture can be separated into its original components using one or more of the physical properties.
 - All mixtures and compounds are composed of about 100 common elements with identifying properties.
- S5b:** identifies and illustrates the multiple forces on the movement, speed, and direction of an object.
 - An object that is not being subjected to a force will continue to move in a straight line and at a constant speed.
 - If more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and strength.
- S5c:** communicates how energy can be transferred through conduction, convection, and radiation, and how objects have potential energy and kinetic energy.
 - Conduction is the process by which heat energy is transmitted through collisions between neighboring molecules.
 - Convection occurs when warmer particles move upward in warm air or water and colder particles move downward.
 - Infrared radiation is energy transferred through space.
 - Potential energy is the stored energy of an object based upon its position.
 - Kinetic energy is the energy of motion and depends on both the mass and the speed of the object.

Strand:

S6 Life Science The student demonstrates a conceptual understanding of the structure and function of living systems, populations and ecosystems; that is, the student:

Standards:

- S6a:** compares and contrasts structure and function in single celled and multicellular organisms.
 - Most organisms are single cells; other organisms, including humans, are multicellular.
 - Cells perform many functions needed to sustain life. They grow and divide, thereby producing more cells.
 - Specialized cells may also perform specialized functions in multicellular organisms.
- S6b:** compares asexual and sexual reproduction and infers their role in the survival of a species.

- Reproduction is a characteristic of all living organisms. Some organisms reproduce asexually, others reproduce sexually.
- Asexual reproduction includes budding, fission, conjugation, and regeneration.
- Fertilization occurs when sperm cells from a male's testes are deposited near an egg cell from the female ovary, and one of the sperm cells enters the egg cell. Most of the time, by chance or design, a sperm never arrives or an egg isn't available.
- Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo.

- S6c:** assesses the relationships among producers, consumers, and decomposers in ecosystems.
- Organisms can be categorized by the function they serve in an ecosystem. Plants and some microorganisms are producers (make their own food). All animals, including humans, are consumers because they eat other organisms. Decomposers, primarily bacteria and fungi, are also consumers that use waste materials and dead organisms for food.
 - The number of organisms an ecosystem can support depends on the resources available and non-living factors such as quantity of light and water, range of temperatures, and soil composition.
 - The interrelationships and interdependencies of organisms and environments establish a variety of ecosystems.

Strand:

S7 Earth and Space Sciences

The student demonstrates a conceptual understanding of the Earth's systems, history, and place in the solar system; that is, the student:

Standards:

- S7a:** explains the processes of the Earth that produce gradual changes, such as weathering, erosion, and the development of landforms.
- Landforms are the result of a combination of constructive and destructive forces. Constructive forces include crustal formation, volcanic eruption, and soil deposition. Destructive forces include weathering and erosion.
 - Weathering is the process by which the weather mechanically disintegrates or chemically decomposes the rocks at or near the Earth's surface.
 - Erosion refers to the reduction of the land surface through weathering, stream action, glacial action, wind action, chemical action, and other forces.
 - Waves, wind, water, and ice shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers. Water evaporates from the Earth's surface, rises and cools as it moves to higher elevations, condenses as rain or snow, and falls to the surface where it collects in lakes, oceans, soil, and in rocks underground.
 - Sediments of sand and smaller particles (sometimes containing the remains of organisms) are gradually buried and are cemented together by dissolved minerals to form solid rock again.

- Thousands of layers of sedimentary rock confirm the long history of the changing surface of the Earth and the changing life forms whose remains are found in successive layers. The youngest layers are not always found on top, because of folding, breaking, and uplift of layers.
- Sedimentary rock buried deep enough may be reformed by pressure and heat, perhaps melting and recrystallizing into different kinds of rock. These re-formed rock layers may be forced up again to become land surface and even mountains. Subsequently, this new rock too will erode. Rock bears evidence of the minerals, temperatures, and forces that created it.

S7b: evaluates the impact of atmospheric changes (clouds, air masses and precipitation) and other factors (oceans, meteors, and glaciers) on weather, climate, and landforms.

- Gas and dust from large volcanoes can change the atmosphere.
- The cycling of water in and out of the atmosphere plays an important role in determining climatic patterns. Water evaporates from the surface of the Earth, rises and cools, condenses into rain or snow, and falls again to the surface. The water falling on land collects in rivers and lakes, soil, and porous layers of rock, and much of it flows back into the ocean.
- Clouds, formed by the condensation of water vapor, affect weather and climate.
- Oceans have a major effect on climate, because ocean water can retain and release a large amount of heat. This is why land areas near oceans tend to have more moderate temperatures than would otherwise.
- Heat energy carried by ocean currents has a strong influence on climate around the world.
- Climates have sometimes changed abruptly in the past as a result of changes in the Earth's crust, such as volcanic eruptions or asteroids. Even relatively small changes in atmospheric or ocean content can have widespread effects on climate if the change lasts long enough.
- Global patterns of atmospheric movement influence local weather.

S7c: catalogues the planets of this solar system including Earth.

- Like all planets and stars, the Earth is approximately spherical in shape. The rotation of the Earth on its axis every 24 hours produces the night-and-day cycle. To people on Earth, this turning of the planet makes it seem as though the sun, moon, planets, and stars are orbiting the Earth once a day.
- Nine planets of very different size, composition, distance from the sun, and surface features move around the sun in nearly circular orbits. Some planets have a great variety of moons and even flat rings of rock and ice particles orbiting around them. Some of these planets and moons show evidence of geologic activity. The Earth is orbited by one moon, many artificial satellites, and debris.

Social Studies: Grade 6 – Ancient and Medieval Civilizations

Standards Introduction: The standards for grade six build on the study of the world. Students engage in activities that include lessons relative to early civilizations to the countries of the world. Students learn map and globe skills, interpret information, and use processes to reconstruct events. Students compare ancient civilizations and cultures, locate geographic features, explain their relationships within the ecosystem, and describe ways that historical events have influenced national and global settings.

SK – Skills

The Social Studies program promotes essential skills to increase the Students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Standards:

- SK1a:** use geographical and historic tools (time zones, longitude, latitude, atlas, almanac, artifacts) for measurement
- SK1b:** select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action.
- SK1c:** compare map and text descriptions to draw inferences.
- SK1d:** infer information from captions, cartoons, photographs, etc.
- SK1e:** distinguish between primary and secondary sources.
- SK1f:** recognize appropriate ways to influence public policy and action.
- SK1g:** create a multimedia report using text, color, and importing graphics, sounds, special effects, and/or animation.

Strand/Theme:

SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards:

- SS1a:** analyze the role of dissent and related forms of citizen actions as efforts to change public policy.
- SS1b:** identify roles and responsibilities of citizens throughout history.
- SS1c:** determine how opinion influences the shaping of public policy and decision making.
- SS1d:** participate in activities with a variety of persons from diverse backgrounds.

Strand/Theme:

SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards:

- SS2a:** identify the cultural contributions of individuals, groups, and societies.
- SS2b:** explore how information and experiences may be interpreted by people from diverse cultural perspectives.
- SS2c:** explain the interaction of culture and religion.
- SS2d:** generate alternatives for dealing with social tensions and issues within and across cultures.

Strand/Theme:

SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards:

SS3a: use sources of historical information to analyze change.

SS3b: compare and contrast the effects of inventions and ideas across civilizations.

SS3c: analyze connections and patterns of historical change through the use of timelines.

SS3d: analyze social change resulting from social conflict.

SS3e: analyze the historical development of a current event.

Strand/Theme:

SS4 Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

SS4a: apply the geographic concepts of location, place, human-environment interactions, movement, and region to the area of study.

SS4b: describe how geographic factors have influenced historical events, patterns of change, and daily life.

Strand/Theme:

SS5 Individual Development and Identity

Social studies programs should include experiences for the study of individual development and identity, so that the learner can:

Standards:

SS5a: identify how controls and changes imposed by society influence personal growth.

SS5b: describe how regional, ethnic, and national cultures influence individual development.

SS5c: describe the conflict between one's personal values and society's values.

Strand/Theme:

SS6 Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

SS6a: analyze the changing role of family throughout history.

SS6b: explain concepts such as role, status, and social class in describing the interactions of individuals and social groups.

SS6c: identify major groups and institutions that have played important roles in the development of civilizations.

SS6d: analyze examples of tensions between expressions of individuality and social conformity.

Strand/Theme:

SS7 Production, Distribution and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

SS7a: assess the effect of the unequal distribution of wealth.

SS7b: discuss the effect of trade on the development of civilization.

SS7c: discuss the impact of economic, technological, and social changes on work.

SS7d: analyze the development of economic systems over time.

Strand/Theme:

SS8 Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

SS8a: explain how historical events have influenced an individual's participation in government.

SS8b: analyze the qualities needed for successful leadership.

SS8c: analyze the political, economic, religious, and social structures of the civilizations.

SS8d: trace the historical development of political institutions.

SS8e: trace the historical development of democratic ideals.

Strand/Theme:

SS9 Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

SS9a: describe the changes and issues that have occurred in societies as a result of technological and scientific change.

SS9b: describe how science and technology have changed perceptions of the world.

SS9c: evaluate the success of civilizations' uses of technology in relationship with their place in time.

Strand/Theme:

SS10 Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

SS10a: describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstandings.

SS10b: demonstrate an understanding of how concerns, standards, issues, and universal human rights are viewed differently in society.

SS10c: describe the effects of technology on the global community.

Health Education: Grade 6

Health Education Standards are being revised and will be available by Fall 2004.

Physical Education – Grade 6

Strand:

PE1 Movement

Movement skills are explored through a broad spectrum of sequentially planned activities in which students learn to move efficiently, creatively, and effectively. Instruction in these skills is further enhanced by a thorough knowledge and understanding of the underlying mechanics, principles, and concepts of efficient skill utilization and applications of information literacy skills, thinking skills, and positive attitudes to performance. Ultimately, movement skill development should provide a foundation for and desire to develop and maintain a healthful, physically active lifestyle.

Standard:

The student will demonstrate competency in varied movement forms and show proficiency in a few, applying appropriate concepts and attitudes to performance; that is, the student:

PE1a: demonstrates competency in varied movement forms and shows proficiency in a few.

Components:

PE1a.1: perfects several combinations of two or more tumbling skills with good form and control.

PE1a.2: performs several two and/or three person stunts efficiently.

PE1a.3: performs several combinations of movement skills and patterns on a variety of apparatus efficiently.

PE1a.4: applies combinations of fundamental motor skills and patterns in a wide variety of complex lead-up games to sports.

PE1a.5: applies combinations of fundamental motor skills and patterns in a variety of very modified sports.

PE1a.6: performs combinations of fundamental motor skills and patterns in a variety of rhythmic/dance-related activities competently.

PE1a.7: explores one's personal style in selected forms of rhythmic gymnastics and other movements.

Standard:

PE1b: applies movement concepts and procedures to performance.

Components:

PE1b.1: recognizes that movement proficiency has progressive levels.

PE1b.2: recognizes the importance of sufficient practice for improving skills.

PE1b.3: identifies safety rules and related strategies used in very modified sport activities.

PE1b.4: recognizes a variety of strategies used in rhythmic/dance composition and choreography.

PE1b.5: defines terminology that is used in a variety of complex games, very modified sport, and other activities.

PE1b.6: identifies basic equipment and facilities used in a variety of very modified sport and other activities.

PE1b.7: uses all rules necessary for participation in very modified sport activities.

PE1b.8: uses all applicable safety rules and procedures.

Standard:	PE1c: develops positive attitudes related to movement performance.
Component:	PE1c.1: cooperates in giving and receiving feedback that improves performance. PE1c.2: appreciates quality in performance.
Strand:	
PE2 Physical Activity and Fitness	Physical fitness education is designed to lead students to value a healthful, active lifestyle. Students learn physical activity and fitness concepts and are involved in learning experiences that help them apply appropriate concepts, skills and attitudes to all of their physical activities and fitness experiences. Positive physical activity related attitudes and behaviors developed in youth significantly contribute to an enjoyable active lifestyle.
Standard:	The student will exhibit a physically active lifestyle, applying appropriate physical activity and fitness concepts and attitudes to the development of a health-enhancing level of physical fitness; that is, the student: PE2a: exhibits a physically active lifestyle and strives to achieve a health-enhancing level of physical fitness.
Components:	PE2a.1: participates in a balanced variety of daily physical activities. PE2a.2: creates an original Activity Pyramid that depicts guidelines for different exercises and physical activities. PE2a.3: demonstrates warm up and cool down routines before and after a workout regularly. PE2a.4: participates in several informal self, peer, and teacher assessments of skill-related physical fitness. PE2a.5: implements a personal fitness plan that strives to maintain and/or improve physical fitness and includes appropriate conditioning for specific sports and other activities. PE2a.6: implements a plan for improvement of family fitness. PE2a.7: exhibits an acceptable pulse recovery rate after participating in aerobic activities. PE2a.8: simulates using the “R.I.C.E. Principle” to treat a sprained ankle. PE2a.9: demonstrates safe and appropriate body mechanics while simulating lifting heavy objects. PE2a.10: practices progressive muscular relaxation techniques to manage stress. PE2a.11: practices diaphragmatic breathing for relaxation. PE2a.12: applies safe practices during physical activity
Standard:	PE2b: applies concepts related to the development of a physically active lifestyle and health-enhancing level of physical fitness.
Components:	PE2b.1: applies safe practices during physical activity.

- PE2b.2:** identifies the proportion of sedentary, mildly active, and very active amounts of time spent in after school and weekend activities.
- PE2b.3:** creates a plan for physical activities for the entire family.
- PE2b.4:** distinguishes among individual, dual and team sports in a balanced approach to physical activity.
- PE2b.5:** explains how exercise can help prevent fatigue, boredom, and depression.
- PE2b.6:** identifies how exercise relates to the circulatory, respiratory, muscular, and skeletal systems.
- PE2b.7:** distinguishes among the skill-related components of physical fitness.
- PE2b.8:** identifies informal ways to assess skill-related components of physical fitness.
- PE2b.9:** identifies components used in a simple, informal assessment of body alignment and body mechanics.
- PE2b.10:** recognizes exercises and physical activities that are designed to maintain and/or improve specific components of physical fitness.
- PE2b.11:** undergoes revision of a personal fitness plan that includes appropriate conditioning for specific sport and other activities.
- PE2b.12:** demonstrates proper techniques for finding pulse rate during physical activity.
- PE2b.13:** distinguishes between the words “cardiorespiratory” and “cardiovascular.”
- PE2b.14:** explains the use of progressive muscular relaxation for stress management.
- PE2b.15:** explains the use of diaphragmatic breathing for relaxation.
- PE2b.16:** identifies why body systems need nutrients to work properly.
- PE2b.17:** relates exercise to healthful weight control.
- PE2b.18:** analyzes the correctness of “lifting” body mechanics of peers.
- PE2b.19:** examines healthful and safe practices associated with exercise and physical activity.
- PE2b.20:** identifies healthful and safe practices associated with water and boating safety.
- PE2b.21:** recognizes how to give first aid for minor and dance injuries.
- Standard:** **PE2c:** develops positive attitudes related to a physically active lifestyle and health-enhancing level of physical fitness.
- Components:** **PE2c.1:** demonstrates concern for sufficient opportunity for youth physical activity in school, at home, and in the community.
- PE2c.2:** appreciates the value of physical fitness for the entire family and for all populations.
- PE2c.3:** expresses a willingness to make decisions about physical activity and fitness based on a health and wellness ethic.

Strand:

PE3 Responsible Personal and Social Development

Through purposeful physical education experiences, students enhance their self-respect, positive social interactions, self-direction, and their appreciation for individual differences. In striving to be the best they can be, students are encouraged to appraise their skills and talents realistically, set reasonable performance goals, make a commitment to continuous improvement, take appropriate and safe risks to achieve their goals and persevere. They are encouraged to demonstrate responsible and safe behavior, effective communication, cooperation, and sportsmanship. Students will understand that physical activity provides opportunities for fun enjoyment, challenge, self-expression, and aesthetic development. To further enrich their lives, students will analyze history, culture, and careers related to physical education.

Standard:

The student will demonstrate responsible and safe behavior, applying appropriate concepts and attitudes to personal and social development, that is, the student:

PE3a: exhibits self-management, sportsmanship, teamwork, and literacy skills in movement and physical activity performance.

Components:

PE3a.1: displays self-discipline consistently.

PE3a.2: utilizes positive disagreement to avoid or solve conflicts.

PE3a.3: expresses feelings appropriately.

PE3a.4: exhibits perseverance when participating in physical activities.

PE3a.5: demonstrates maturity in working cooperatively without direct supervision.

PE3a.6: conforms to expectations to follow rules and safety procedures.

PE3a.7: demonstrates use of proper attire, equipment and facilities, and safe practices during physical activities.

Standard:

PE3b: applies historical, cultural, and career concepts to movement and physical activity performance.

Components:

PE3b.1: examines the heritage from games, sports, and dances in selected culture and/or historical period.

PE3b.2: recognizes variances in patterns of physical activity in selected culture and/or historical period.

PE3b.3: analyzes the significance of the most recent summer and winter international Olympic competitions.

PE3b.4: relates specific physical education occupational requisites to personal abilities, interests, and possible career goals.

Standard:

PE3c: develops positive attitudes related to the personal and social benefits of movement and physical activity.

Components:

PE3c.1: demonstrates appreciation of one's uniqueness.

PE3c.2: demonstrates care and consideration for the physical, intellectual, emotional, spiritual, and social differences among peers.

PE3c.3:demonstrates respect for the abilities of students with special physical, emotional, or intellectual needs.

PE3c.4:conveys compliments for others' genuine efforts.

PE3c.5:displays respect for authority.

PE3c.6:respects the significance of fun and enjoyment gained through participation in physical activities.

PE3c.7:shows commitment to long-range goals consistent with personal skills potential, striving for a "personal best."

PE3c.8:displays a high regard for the feeling of success that can be derived from the accomplishment of a skill.

PE3c.9:demonstrates an earnest effort to cooperate with others.

PE3c.10:demonstrates courtesy, respect for others, and fair play during physical activities.

PE3c.11:demonstrates willing participation in challenging physical activities.

PE3c.12:demonstrates a competitive spirit that strives to win fairly and to accept defeat rationally.

Visual Arts – Grade 6

Strand:

VA1 Media, Techniques, and Processes

Demonstrates understanding and can apply media, techniques, and processes.

Standards:

VA1a: The student compares various art materials, media, techniques, and processes.

VA1b: The student evaluates and selects art materials, media, technology, and techniques for desired effects in art production.

VA1c: The student creates works of art that express experiences and ideas and reflect craftsmanship and competency.

VA1d: The student uses art materials and tools, including technology, in a safe and responsible manner.

Strand:

VA2 Structures and Functions

Demonstrates knowledge of structures and functions.

Standards:

VA2a: The student evaluates effective use of elements of art and principles of design in works of art.

VA2b: The student evaluates how the purpose and meaning of an art work is affected by the elements of art and principles of design.

VA2c: The student combines various elements of art and principles of design to show artistic expression.

Strand:

VA3 Subject Matter Symbols, and Ideas

Chooses and evaluates a range of subject matter, symbols, and ideas.

Standards:

VA3a: The student integrates visual, spatial, and temporal concepts to communicate intended meaning in works of art.

VA3b: The student examines subject matter, symbols, and ideas of personal works of art and revises for improvement and clarity of expression.

VA3c: The student considers and applies a variety of sources of art content to communicate intended meaning.

Strand:

VA4 History and Culture

Demonstrates understanding of the visual arts in relation to history and cultures.

Standards:

VA4a: The student compares the characteristics of a variety of artwork in terms of forms, culture, historical context and purpose to include that of the host nation.

VA4b: The student describes and demonstrates how time and place influences visual characteristics that give meaning and value to a work of art.

VA4c: The student creates art that demonstrates how history and culture influences visual art.

Strand:

VA5 Characteristics and Merits of Work

Reflects upon and assesses the characteristics and merits of their work and the work of others.

Standards:

VA5a: The student describes, analyzes, and evaluates purposes for creating works of art by using art vocabulary.

VA5b: The student why specific works of art are created in relationship to history and culture.

VA5c: The student evaluates the quality and effectiveness of personal works of art and that of others using given criteria.

Strand:

VA6 Connections to Other Disciplines

Makes connections between the visual arts and the other disciplines.

Standards:

VA6a: The student the characteristics of two or more works of art that share similar subject matter, historical periods, or cultural context.

VA6b: The student identifies and explains art career opportunities.

VA6c: The student creates works of art that extend knowledge to other curricular areas to include the performing arts.

Strand:

VA7 Technology Integration

Understands and creates art through technology.

Standards:

VA7a: The student selects elements of art and principles of design to create works of art using technology.

VA7b: The student uses appropriate technological tools to manipulate and refine works of art for visual impact.

VA7c: The student integrates traditional art production techniques with new technology to create art.

Music – Grade 6

Strand:

MU1

Performs alone and/or with others a varied repertoire of music

Standards:

MU1a: The student extends his or her vocal range and demonstrates proper tone production while exhibiting good breath control.

MU1b: The student plays appropriate music, as defined by range, tone quality, accidentals, technique, phrasing, rhythmic accuracy, dynamics, and tempo.

MU1c: The student performs with simple musical expression and interpretation.

Strand:

MU2

Reads and notates music

Standards:

MU2a: The student reads sixteenth notes and triplets.

MU2b: The student notates sixteenth notes and triplets.

MU2c: The student correctly places pitches and rhythms in the treble clef.

MU2d: The student reads symbols of simple musical expression.

Strand:

MU3

Listens to, responds to, and describes music

Standards:

MU3a: The student listens to musical styles, such as pop, folk, classical, jazz, etc...

MU3b: The student responds to musical styles, such as pop, folk, classical, jazz, etc...

MU3c: The student describes musical styles, such as pop, folk, classical, jazz, etc. in an aural example.

MU3d: The student explores simple improvisation.

Strand:

MU4 History and Culture

Demonstrates understanding of music in relation to history and culture.

Standards:

MU4a: The student compares different examples of world music.

MU4b: The student compares the purposes of various types of world music.

MU4c: The student performs appropriate music related to history and culture, to include the host nation.

Strand:

MU5 Characteristics and Merits of Works and Performances

Reflects upon and assesses the characteristics and merits in performances in their music and the music of others.

Standards:

MU5a: The student compares various types of music including different interpretations of identical works.

MU5b: The student evaluates various types of music including, different interpretations of identical works.

MU5c: The student uses appropriate terminology to explain similarities and differences of various types of music including interpretations of identical works.

Strand:

MU6 Connections to Other Disciplines

Makes connections between music and the other disciplines.

Standards:

MU6a: The student compares ways that music is connected to other disciplines in the curriculum.

MU6b: The student integrates what is learned about various types of music with other curricular areas.

MU6c: The student names and discusses music career opportunities.

Strand:

MU7 Technology Integration

Understands and creates music through technology.

Standards:

MU7a: The student acquires technology skills and vocabulary that are developmentally appropriate.

MU7b: The student expands and uses technology skills to create music.

MU7c: The student explores technologies used in creating different types of world music.

MU7d: The student develops an awareness of music career opportunities in new technologies.