

Social Studies
6th Grade

Outcome: **SS.6.1** Students will analyze the political, economic, and social systems of ancient Mesopotamia and demonstrate their impact on historical events.

Components: **SS.6.1.1** – Identify the characteristics for developing and sustaining a structured community.

SS.6.1.2 – Explain how and why trade developed.

SS.6.1.3 – Define polytheism and how it relates to religion of ancient Mesopotamia.

SS.6.1.4 – Define monotheism in reference to the development of Judaism.

SS.6.1.5 – Locate the early civilizations/Empires (Sumer, Akkadian, Babylonian, Assyrian, Neo-Babylonian) on a map of ancient Mesopotamia.

SS.6.1.6 – List or identify the major accomplishments of the Mesopotamian cultures. (e.g., Cuneiform, Hanging Gardens, sundial, Ziggurat, wheel, plow, aqueduct, Hammurabi’s Laws)

SS.6.1.7 – Chart the important contributions of Sargon of Akkad, Nebuchadnezzar, Hammurabi.

SS.6.1.8 – Identify how the Tigris and Euphrates River Valleys were important factors in the lives of the Ancient Mesopotamians.

Outcome: **SS.6.2** Students will analyze the political, economic, and social systems of ancient Egypt and demonstrate their impact on historical events.

Components: **SS.6.2.1** – Describe the political structure in the Ancient Egyptian society.

SS.6.2.2 – Explain the importance of King Tut, Khufu, Hatshepsut, Senusret, and Ramses II.

SS.6.2.3 – Describe the economic structure of Ancient Egypt.

SS.6.2.4 – Express how their religious beliefs impacted their daily lives.

SS.6.2.5 – Explain the importance of significant monuments constructed in Ancient Egypt.

SS.6.2.6 – Distinguish between the Old, Middle, and New Kingdom.

SS.6.2.7 – Chart the social structure of Ancient Egypt and give examples of the social classes.

SS.6.2.8 – Express the importance of Egyptian hieroglyphs.

SS.6.2.9 – Summarize how the Nile River influenced the lives of the people who lived there.

Outcome: **SS.6.3** Students will analyze the political, economic, and social systems of ancient India and demonstrate their impact on historical events.

Components: **SS.6.3.1** – Describe the economic structure of Ancient India.

SS.6.3.2 – Describe the political structure in Ancient India.

SS.6.3.3 – Chart the social structure of Ancient India and give examples of the social classes.

SS.6.3.4 – Chart or list the origins and beliefs of Hinduism and Buddhism.

SS.6.3.5 – Express the Unification of India.

SS.6.3.6 – List the major achievements of the Gupta Empire.

SS.6.3.7 – Examine Sanskrit.

SS.6.3.8 – Describe how the Indus River Valley influenced the lives of the Ancient Indians.

Outcome: **SS.6.4** Students will analyze the political, economic, and social systems of ancient China and demonstrate their impact on historical events.

Components: **SS.6.4.1** – Describe the economic structure of ancient China.

SS.6.4.2 – Describe the political structure of Ancient China.

SS.6.4.3 – Express or chart the Chinese Feudal System of Ancient China.

SS.6.4.4 – Describe and compare Confucianism, Daoism, and Legalism.

SS.6.4.5 – List the accomplishments of the Shang, Zhou, Qin, and Han dynasties.

SS.6.4.6 – Explain the importance of the Silk Road.

SS.6.4.7 – List four ways the Huang-He River Valley influenced the lives of the Ancient Chinese.

Outcome: **SS.6.5** Students will analyze the political, economic, and social systems of ancient Greece and demonstrate their impact on historical events.

Components: **SS.6.5.1** – Describe the political structure within the Greek systems of government: monarchy, oligarchy, tyranny, and democracy.

SS.6.5.2 – Compare the economic structures of Sparta and Athens and the geographic and social reasons for both.

SS.6.5.3 – Locate Sparta, Athens, and Corinth on a map of ancient Greece.

SS.6.5.4 – Describe the religious beliefs of the ancient Greeks.

SS.6.5.5 – Identify the elements of a myth following the models of Greek myths.

SS.6.5.6 – Express the importance of ancient Greek architecture, sculpture, and theater.

SS.6.5.7 – Investigate Socrates, Plato, and Aristotle and their importance in the Greek society.

SS.6.5.8 – Compare and contrast the ancient and modern Olympics.

SS.6.5.9 – Explain the impact of the Persian and Peloponnesian Wars.

SS.6.5.10 – Identify the contributions of Pericles, Alexander the Great, Hippocrates, Euclid, Pythagoras, and King Darius.

Outcome: **SS.6.6** Students will compare the contributions of two or more ancient civilizations and evaluate which of these had the greatest impact on today's world.

Components: **SS.6.6.1** – Identify the key geographical features of ancient Mesopotamia, Egypt, India, China, and Greece and describe their importance.

SS.6.6.2 – Chart or list the differences in the political structures of selected civilizations.

SS.6.6.3 – Chart or list the differences in the social structures of selected civilizations.

SS.6.6.4 – Chart or list the differences in the economic structures of selected civilizations.

Science Curriculum
6th Grade

Focus: *Life Science*

Purpose: Students will classify animals based on the differences and level of complexity of their organ systems and will appraise the competitive advantages associated with various organ systems.
Standards: 12.A.3a, 12.A.3c, 12.A.4c, 12.B.3b, 12.B.4a

Outcome: **S.6.1** Students will classify animals into phyla based on physical characteristics and design an accurate model.

Components: **S.6.1.1** – Define what it means to be an animal (multicellular, heterotrophic, most move at some point, most reproduce sexually).
(classification) 12.A.3a

S.6.1.2 – Distinguish between animals that are bilateral, radial, or asymmetrical. 12.A.3c

S.6.1.3 – Classify an animal into phylum, class, order, family, genus, and species. 12.A.3c

S.6.1.4 – Examine (the diversity of) and make observations about animals in each of the following phyla: Porifera, Cnidaria, Platyhelminthes, Nematoda, Annelida, Mollusca, Arthropoda, Echinodermata, and Chordata. **(classification)** 12.A.3c

S.6.1.5 – Identify the defining characteristics of each phyla.
(classification) 12.B.3b

S.6.1.6 – Compare the physical characteristics of animals within each phylum as well as across phyla. **(classification)** 12.B.3b

S.6.1.7 – Design and build an accurate 3-D model of an animal. **(model making)** 11.A.3c

Outcome: **S.6.2** Students will sequence developing complexity of organ systems from simple through complex organisms.
12.A.3c

Components: **S.6.2.1** – Identify the things that all animals need (food, water, oxygen), are (multicellular, heterotrophic), and do (move, reproduce).

S.6.2.2 – Examine how the members of each of the phyla studied accomplish the above.

S.6.2.3 – Describe diffusion. 12.A.3a

S.6.2.4 – Track the development and evolution of the following body systems as the animal phyla studied become more complex: circulatory system, digestive system, musculature system, excretory system, nervous system, respiratory system, skeletal system. 12.A.3c

S.6.2.5 – Describe the ways in which animals can communicate. 12.B.3b

S.6.2.6 – Evaluate the advantages and/or disadvantages to the animal as their organ systems and behavior become more complex.

Outcome: **S.6.3** Students will evaluate how animals have adapted and evolved to meet their needs under changing conditions. 12.A.4c

Components: **S.6.3.1** – Identify adaptations possessed by animals in each phyla that help the animals obtain and consume food, move, escape danger, reproduce. 12.B.3b

S.6.3.2 – Provide examples of adaptations that enabled animals to live on land. 12.A.4c

S.6.3.3 – Explain how a particular animal has evolved/adapted to meet its needs in its environment. (**research**) 12.A.4c

S.6.3.4 – Identify interdependent relationships between animals. 12.A.3c

S.6.3.5 – Evaluate the effects current environmental changes have on a particular animal. 12.B.3a

Focus: ***Physical Science***

Purpose: Students will compare and categorize ways in which thermal energy is transferred beneath the Earth, in water, and in the atmosphere.
Standards:

Outcome: **S.6.4** Students will diagram, describe and explain molecular motion as it relates to temperature, change of state, and pressure. 12.C.3a, 12.C.3b, 13.A.3c, 13.B.3c

Components: **S.6.4.1** – Measure mass and volume using pan balances, graduated cylinders, beakers, rulers, water (for irregular solids), etc. 12.C.3b, 11.A.3c, 13.A.3c

S.6.4.2 – Use the Metric system to calculate and explore the concept of density. 12.C.3a

S.6.4.3 – Use the Metric system to calculate the density of water and salt (ocean) water. 12.C.3a

S.6.4.4 – Define and explain the relationship between energy, heat, and temperature. 12.C.3a

S.6.4.5 – Determine and diagram the effect of temperature change on molecules (rate of motion, state). 13.A.3c

S.6.4.6 – Define pressure.

S.6.4.7 – Describe how high pressure moves toward low pressure (diffusion, weather, lift), and explain why this happens. 12.E.3b

Outcome: **S.6.5** Students will differentiate between radiation, conduction, and convection as methods of heat transfer on Earth. 12.C.3a

Components: **S.6.5.1** – Define radiation, conduction, and convection. 12.C.3a

S.6.5.2 – Identify applications of each method of heat transfer on the Earth, in the ocean, and the atmosphere. 12.C.3a

S.6.5.3 – Compare how heat/energy is transferred by each method. 12.C.3a

Focus: ***Earth Science***

Purpose: Students will combine their understanding of movements in the Earth (plate tectonics), atmosphere (weather) and bodies of water (ocean/lake currents) to examine their similarities.

Standards: 12.E.3a, 12.E.3b, 13.B.3c, 13.B.3f

Outcome: **S.6.6** Students will analyze the reasons and effects of heat transfer and movement in the Earth. 12.E.3a, 12.E.3b

Components: **S.6.6.1** – Describe the heating within the layers of the Earth. 12.E.3b

S.6.6.2 – Explain how convection currents form beneath the Earth. 12.E.3b

S.6.6.3 – Explain plate tectonics and support the explanation with evidence. 13.B.3f

Outcome: **S.6.7** Students will analyze the reasons and effects of heat transfer and movement in the ocean. 12.C.3a

Components: **S.6.7.1** – Identify layers and regions of the ocean. 12.E.3b

S.6.7.2 – Identify the properties of water. 12.C.3b

S.6.7.3 – Compare the characteristics of fresh water and salt water. 12.C.3b

S.6.7.4 – Identify the warm and cool surface currents of the ocean. 12.C.3a

S.6.7.5 – Evaluate how one of these currents has affected history. 13.A.3b

S.6.7.6 – Evaluate how one of these currents affects climate. 12.E.3a

S.6.7.7 – Connect knowledge of density and temperature to explain deep ocean currents. 12.E.3b

S.6.7.8 – Compare and contrast surface currents and deep ocean currents. 12.D.3a

S.6.7.9 – Propose the possible effects if these currents were disrupted. 12.E.3b, 13.B.3f, 11.A.3a

Outcome: **S.6.8** Students will analyze the reasons for and effects of heat transfer and movement in the atmosphere. 12.C.3a

Components: **S.6.8.1** – Identify the layers of the atmosphere. 12.E.3a

S.6.8.2 – Explain the relationship between axis and the North Star. 12.F.3b

S.6.8.3 – Define and explain solstices and equinoxes. **(make a model)** 12.F.3b

S.6.8.4 – Define differential heating and give examples. 12.C.3a

S.6.8.5 – Connect the effect of solar angle, day length, and beam spreading to the seasons. **(make a model)** 12.F.3b

S.6.8.6 – Explain how weather fronts form and move. 12.D.3a

S.6.8.7 – Predict weather and support prediction. 11.A.3a

Outcome: **S.6.9** Students will diagram how water moves around the Earth and atmosphere and the effects of pollution. 12.D.3a

Components: **S.6.9.1** – Evaluate the effects of water (or lack of water) in the atmosphere (dew point, fog, rain and snowstorms, desertification). 12.B.3a

S.6.9.2 – Describe and graph how water is distributed: oceans, ice, rivers and lakes, ground water, water vapor. **(data analysis)** 12.E.3a

S.6.9.3 – Define watershed and explain how local water moves. 12.E.3b

S.6.9.4 – Identify sources of water, soil and air pollution and explain their connection. 12.E.3c

S.6.9.5 – Propose ways that pollution can be reduced today. 13.B.3e, 13.B.3f

Math Curriculum
6th Grade

Purpose: Sixth grade students will create and set-up proportions, manipulate integers (all operations), divide decimals, and demonstrate fluency in fraction including borrowing.

Focus: ***Number Operations***

Outcome: **M.6.1** Students will choose appropriate properties and proper order of operations to manipulate numeric expressions.

Components: **M.6.1.1** – Define square and cube. 6.A.3

M.6.1.2 – Solve problems using the commutative, associative, and identity properties. 8.A.3a

M.6.1.3 – Create problems using the commutative, associative, and identity properties. 8.A.3a

M.6.1.4 – Apply the order of operations to problems including parentheses and their applications. 6.C.3a

M.6.1.5 – Compute exponents to powers higher than 3 (including powers of 10). 6.A.3

M.6.1.6 – Order and compare integer values. 6.B.3a

M.6.1.7 – Apply rules of integers to multiplication and division sequences. 6.B.3a

M.6.1.8 – Demonstrate fluency in squares up to 10. 6.A.3

Focus: ***Algebra***

Outcome: **M.6.2** Students will evaluate algebraic expressions and write and solve single step whole number equations.

Components: **M.6.2.1** – Evaluate expressions for a given whole number value. (Example: $6n$ where $n=12$) 8.A.3b, 8.D.3b

M.6.2.2 – Define and utilize the concepts of isolating the variable and inverses. 8.D.3b

M.6.2.3 – Solve one-step positive whole number, decimal, and fraction equations. 8.A.2b, 8.A.3b

M.6.2.4 – Compose equations and number stories modeled from real world situations. 8.D.3b

Focus: ***Fractions***

Outcome: **M.6.3** Students will compute fractions using all operations including borrowing.

Components: **M.6.3.1** – Name and apply divisibility rules for numbers 2,3,4,5,6,9 and 10. 6.B.3b

M.6.3.2 – Illustrate prime factorization. 6.B.3b

M.6.3.3 – Utilize prime factorization to find greatest common factors. 6.B.3b

M.6.3.4 – Solve fraction problems including mixed numbers using addition, subtraction, multiplication, and division. 6.A.3, 6.B.2

M.6.3.5 – Use the least common multiple to find the least common denominator. 6.B.3b

M.6.3.6 – Apply the concept of borrowing to mixed fractions. 6.A.3

M.6.3.7 – Formulate word problems using fractions. 6.A.3, 6.B.2, 8.D.3b

Focus: ***Decimals***

Outcome: **M.6.4** Students will interpret decimal remainders and manipulate decimals with all operations.

Components: **M.6.4.1** – Compute whole number division problems and represent remainders using decimals. 6.B.2

M.6.4.2 – Solve word problems and interpret decimal remainders using rounding and estimation. 6.B.2, 8.D.3b

M.6.4.3 – Complete number sentences and problem solve using addition, subtraction, multiplication, and division of decimals. 6.B.2

M.6.4.4 – Define and use symbols to represent repeating and terminating decimals. 6.B.2

Focus: ***Geometry***

Outcome: **M.6.5** Students will recognize and analyze two and three-dimensional figures and transform shapes.

Components: **M.6.5.1** – Construct an obtuse, acute, right, and straight angle within 3 degrees. 9.B.3

M.6.5.2 – Define regular and irregular polygons. 9.B.4

- M.6.5.3** – Define and compute the supplement and complement of an angle. 9.A.2a
- M.6.5.4** – Estimate measures of angles. 9.B.3
- M.6.5.5** – Analyze different characteristics of types of triangles. 9.B.3
- M.6.5.6** – Categorize quadrilaterals by their sides and angles in a variety of ways. 9.B.3
- M.6.5.7** – Select most specific classification for quadrilaterals. 9.B.4
- M.6.5.8** – Recognize transformations of shapes. 9.A.3b
- M.6.5.9** – Perform rotations on a shape related to degrees and clock directions. 9.A.3b
- M.6.5.10** – Identify and name a plane. 9.D.3
- M.6.5.11** – Given a radius, compute area and circumference of a circle given a formula. 7.A.2a
- M.6.5.12** – Construct congruence statements with sides and angles using congruence symbols. 9.C.3b
- M.6.5.13** – Identify points, lines, line segments, and rays in a complex figure. 9.B.3

Focus: ***Proportions and Percents***

Outcome: **M.6.6** Students will construct and apply proportions to solve practical problems.

- Components: **M.6.6.1** – Define proportion, ratio, and rate as comparisons. 6.D.3, 8.D.3b
- M.6.6.2** – Given amounts, represent a comparison by setting up a proportion. 6.D.3
- M.6.6.3** – Compute the percent of a number by using a proportion. 6.A.3
- M.6.6.4** – Estimate and find 10% using a variety of methods. 6.A.3
- M.6.6.5** – Set up unit conversions to convert U.S. customary measurements using proportions. 7.A.2a
- M.6.6.6** – Perform and explain unit conversions. 7.A.2a
- M.6.6.7** – Demonstrate gallon, pint, quart and cup fluency using equivalencies. 7.A.2a
- M.6.6.8** – Define and identify similar figures by setting up proportions. 6.D.4
- M.6.6.9** – Convert between fraction, decimal, and percent and identify the appropriate use of each in a variety of situations. 6.A.3

Focus: ***Data Analysis***

Outcome: **M.6.7** Students will organize and analyze data in several graphic formats.

Components: **M.6.7.1** – Define and identify parts of the coordinate plane and quadrants. 6.C.3a

M.6.7.2 – Plot points and read coordinates from a graph of a point using all four quadrants. 6.C.3a

M.6.7.3 – Analyze graphs of data represented in bar, line, and circle graphs for misleading characteristics or inappropriate data. 6.C.3a

M.6.7.4 – Construct a circle graph given percentages of data.

M.6.7.5 – Collect data and select appropriate measure of central tendency and range for a given situation. 10.A.3a

Focus: ***Measurement***

Outcome: **M.6.8** Students will measure using appropriate instruments and apply formulas to measure two-dimensional objects.

Components: **M.6.8.1** – Use metric measurement and represent in decimals. 7.A.3b

M.6.8.2 – Use a U.S. customary ruler to measure to the nearest sixteenth of an inch. 7.B.3

M.6.8.3 – Find perimeter of an object by identifying the missing measurement. 7.A.3b

M.6.8.4 – Calculate the area of complex figures by breaking into smaller parts. 7.A.3b, 8.D.3b

M.6.8.5 – Given a formula, find the area of a triangle and parallelogram. 7.A.3b

M.6.8.6 – Solve the area of a shape by finding a missing measurement and setting up an equation to solve. 7.A.3b

Language Arts
Grade 6

Purpose: Students will apply and practice reading skills/strategies, identify literary elements, and use word analysis and vocabulary strategies to construct meaning, utilizing a broad range of reading materials.

Focus: **Vocabulary**

Outcome: **LA.6.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.6.1.1** – Examine and produce complex analogies. 1.A.3a

LA.6.1.2 – Compile, use, and apply synonyms and antonyms to define words. 1.A.3a

LA.6.1.3 – Examine context to determine denotative (literal) and connotative (implied) meaning of unknown words. 1.A.3b

LA.6.1.4 – Formulate word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.3b

LA.6.1.5 – Distinguish between and apply the correct use of homonyms, homographs, and homophones. 1.A.3a

LA.6.1.6 – Construct the meaning of an unknown word using word, sentence, and cross-sentence clues. 1.A.3b

Focus: **Word Analysis**

Outcome: **LA.6.2** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.6.2.1** – Determine the meaning of unknown words using prefixes, suffixes, and base/root words. 1.A.3a

LA.6.2.2 – Use word origins to determine the meanings of words. 1.A.3a

LA.6.2.3 – Analyze the words associated in a compound word structure to determine word meaning. 1.A.3a

Focus: **Comprehension Skills and Strategies**

Outcome: **LA.6.3** Students will apply reading skills to improve comprehension of fiction.

- Components: **LA.6.3.1** – Identify cause and effect organizational patterns. 1.B.3b
LA.6.3.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c
LA.6.3.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d
LA.6.3.4 – Evaluate the accuracy of a summary for a given text. 1.C.3d
LA.6.3.5 – Compile information from a text into a paraphrased format.
LA.6.3.6 – Establish a purpose for reading. 1.B.3a
LA.6.3.7 – Read age-appropriate material with fluency and accuracy. 1.B.3d
LA.6.3.8 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a

Outcome: **LA.6.4** Students will apply reading skills to improve comprehension of nonfiction.

- Components: **LA.6.4.1** – Identify cause and effect organizational patterns. 1.B.3b
LA.6.4.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c
LA.6.4.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d
LA.6.4.4 – Evaluate the accuracy of a summary for a given text. 1.C.3d
LA.6.4.5 – Compile information from a text into a paraphrased format.
LA.6.4.6 – Establish a purpose for reading. 1.B.3a
LA.6.4.7 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a
LA.6.4.8 – Use information from functional texts (charts, graphs, maps, etc.) to draw conclusions. 1.C.3f

Outcome: **LA.6.5** Students will apply strategies to improve comprehension.

- Components: **LA.6.5.1** – Apply self-monitoring and self-correcting strategies to clarify understanding during reading (re-reading, ask questions, context clues). 1.B.3c, 1.C.3a
LA.6.5.2 – Distinguish the explicit and implicit main ideas and significant and minor details in the text (determining importance). 2.A.3b

LA.6.5.3 – Construct inferences and predictions about the text and support them with textual evidence and prior knowledge to justify conclusions. 1.B.3a, 1.C.3a

LA.6.5.4 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C.3d

LA.6.4.5 – Relate information in the text to other readings, to life, and/or to the world. 1.B.3a

LA.6.5.6 – Create images (visualizations) that include multi-sensory information to develop a deeper understanding of the text. 1.B.3b

Focus: Literary Elements

Outcome: **LA.6.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.6.6.1** – Analyze the events of a story to determine the author’s purpose and theme. 2.A.3b, 2.B.3b

LA.6.6.2 – Determine characters’ traits through their words, actions, and motivations. 2.B.3c

LA.6.6.3 – Compare and contrast the behaviors and relationships of numerous characters within and across literary works. 2.A.3b

LA.6.6.4 – Identify the conflict of a story and the impact it has on the plot. 2.A.3b

LA.6.6.5 – Distinguish between elements of a plot (exposition, rising action, climax, falling action, and resolution) as they appear in a text. 2.A.3b

LA.6.6.6 – Apply the setting, mood, tone, and point of view of a story to determine how it affects the plot. 2.A.3b

LA.6.6.7 – Relate irony, symbolism, flashback, and foreshadowing to the development of a plot. 1.C.3e, 2.A.3a

LA.6.6.8 – Identify the following subcategories of genres: science fiction, historical fiction, myth, legend, drama, biography, autobiography, short story, poem, fairy tale, folktale, fable, nonfiction, essay, mystery, and realistic fiction. 2.A.3c

LA.6.6.9 – Explain how figurative language (metaphor, personification, simile, idiom, onomatopoeia, alliteration, hyperbole, imagery) contributes to the meaning of a literary selection. 2.A.3a, 2.A.3d

LA.6.6.10 – Respond to literary material from personal, creative, and critical points of view. 2.B.3a

Language Arts (Writing)
Grade 6

Purpose: Students will combine writing components and conventions/mechanics to create written pieces for a variety of purposes.

Focus: **Conventions**

Outcome: **LAW.6.1** Students will use correct grammar, spelling, punctuation, capitalization, and sentence structure.

Components: **LAW.6.1.1** – Utilize the eight basic parts of speech correctly in writing. 3.A.3

LAW.6.1.2 – Apply correct text layout in writing (paragraphing, quotation marks, underlining, parentheses, headings, italics, dialogue punctuation, indentation, appropriate title). 3.A.3

LAW.6.1.3 – Create sentences using proper sentence structure (verb tenses, verb phrases, plurals, possessives, direct/indirect objects, fragments, run-on sentences, sentence types, subject-verb agreement, and pronoun antecedent agreement). 3.A.3

LAW.6.1.4 – Use correct spelling (including abbreviations, contractions, possessives, and affixes). 3.A.3

LAW.6.1.5 – Utilize proper punctuation marks when writing (end punctuation, commas, apostrophes, quotation marks, colons, semi-colons). 3.A.3

Focus: **Composition**

Outcome: **LAW.6.2** Students will compose well-organized writing for varied purposes and audiences.

Components: **LAW.6.2.1** – Employ the steps of the writing process to produce work (pre-writing, drafting, revising, editing, publishing). 3.B.3b

LAW.6.2.2 – Arrange ideas in an organized format (grabber, introduction paragraph, thesis statement, topic sentence, body paragraph development, conclusion paragraph, concluding sentence). 3.A.3, 3.B.3a

LAW.6.2.3 – Construct compositions that include essential writing components (focus, ideas, organization, sentence fluency, transition words/phrases, voice, and word choice) to connect and unify ideas. 3.B.3a, 3.B.3b

LAW.6.2.4 – Elaborate on written ideas using supporting details, textual support, dialogue, and figurative language. 3.B.3a

Focus: Writing for a Purpose

Outcome: **LAW.6.3** Students will communicate ideas in writing for a variety of purposes and audiences.

Components: **LAW.6.3.1** – Use appropriate language, details, and format for a specified audience. 3.C.3a

LAW.6.3.2 – Compose a variety of expository pieces that inform and explain (e.g., compare/contrast, note-taking, letter writing, research-based writing, responses to reading, reflection, summary). 3.C.3a

LAW.6.3.3 – Create a variety of narrative pieces, both fiction and nonfiction that tell a story (e.g., descriptive writing, letter writing, and personal narrative). 3.C.3a

LAW.6.3.4 – Write a variety of persuasive pieces that present and support one side of an issue (e.g., compare/contrast, letter writing). 3.C.3a

LAW.6.3.5 – Construct a variety of creative writing pieces (including poetry).

LAW.6.3.6 – Use available technology to design, produce, revise, and present compositions and multimedia works. 3.C.3b

Focus: Information

Outcome: **LAW.6.4** Students will locate, organize, and use information from various sources to communicate ideas.

Components: **LAW.6.4.1** – Locate and compare information from multiple sources (e.g.: dictionary, encyclopedia, thesaurus, glossary, interview, Internet, books, magazines). 5.A.3a, 5.B.3b

LAW.6.4.2 – Utilize learning aids as a source of information (e.g., rubrics, graphic organizers, maps, diagrams, charts, posters).

LAW.6.4.3 – Apply the research process (choose a topic, locate sources, gather information, take notes, analyze information, organize information, cite sources, present information). 5.A.3a, 5.B.3a, 5.C.3a, 5.C.3c

LAW.6.4.4 – Develop a bibliography in MLA format. 5.B.3b

LAW.6.4.5 – Paraphrase, summarize and quote original work in order to avoid plagiarism.

LAW.6.4.6 – Design a project related to a contemporary issue using a variety of sources. 5.A.3b, 5.C.3b

Focus: Speaking

Outcome: **LAW.6.5** Students will speak effectively using a variety of skills for a variety of purposes.

- Components:** **LAW.6.5.1** – Utilize effective speaking skills (e.g., speak clearly, eye contact, voice intonation, pace, volume, body language, appropriate emotion). 4.B.3a, 4.B.3d
- LAW.6.5.2** – Develop speaking skills through a variety of presentation formats (e.g., speeches, projects, reciting poems, group presentations, oral reading, and class discussion). 4.B.3a, 4.B.3b
- LAW.6.5.3** – Apply a variety of techniques to avoid stress and anxiety during speaking. 4.B.3c
- LAW.6.5.4** – Organize information for an effective presentation (attention grabber, introduction, body, and conclusion). 4.B.3a
- LAW.6.5.5** – Use verbal and nonverbal mediums to communicate ideas (including visual aids and technology). 4.B.3a, 4.B.3d

Focus: Listening

Outcome: **LAW.6.6** Students will listen effectively in formal and informal situations.

- Components:** **LAW.6.6.1** – Critique the relationship between a speaker’s verbal communication skills and nonverbal messages. 4.A.3b
- LAW.6.6.2** – Apply active listening strategies in a variety of situations (e.g., identify and avoid distracters, provide feedback, pose inquiries, use proper body language, make eye contact, summarize message). 4.A.3a, 4.A.3d
- LAW.6.6.3** – Apply multi-step, oral directions. 4.A.3c

Technology
6th – 8th Grade

Purpose: Students will apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning through the curriculum and implement ISAFE Curriculum.

Outcome: **TMS.1** Students demonstrate a sound understanding of the nature and operation of technology systems.

Components: **TMS.1.1** – Demonstrate use of common peripherals (digital cameras, video projectors) and how they are accessed, controlled, connected, and used effectively and efficiently. 60.A.3a

TMS.1.2 – Select and use appropriate technology tools and information resources to communicate content information appropriately, addressing the target audience and providing accurate citations for sources. 60.A.3b

TMS.1.3 – Select appropriate file formats for a variety of applications as necessary, for effective use in Web, video, audio, graphic, presentation, word processing, database, publication, and spreadsheet applications. 60.A.3c

TMS.1.4 – Demonstrate appropriate keyboarding skills. 60.A.3d

Outcome: **TMS.2** Students demonstrate proficiency in the use of technology.

Components: **TMS.2.1** – Identify strategies and procedures for effective management and maintenance of computer files on a hard drive and network. 60.B.3

TMS.2.2 – Solve basic hardware, software, and network problems that occur during everyday use, i.e. restarting the computer, checking the network cord, or checking that the computer is plugged in. 60.C.3

TMS.2.3 – List ways to protect networks and information from viruses, vandalism, and unauthorized use. 60.C.3

TMS.2.4 – Access online help and user documentation to solve common software problems. 60.C.3

Outcome: **TMS.3** Students practice responsible use of technology systems, information, and software. Students understand the ethical, cultural, and societal issues related to technology.

Components: **TMS.3.1** – Identify legal and ethical issues related to Intellectual properties (ie., privacy, security, copyright, file-sharing, plagiarism) and recognize consequences of its misuse. 61.B, 61.A.3

TMS.3.2 – Examine issues related to netiquette and discuss means for encouraging more effective use of technology to support effective communication and collaboration. 61.C.3

TMS.3.3 – Understand appropriate use of Cyber communication tools. Example: email, text messaging, blogging.

Outcome: **TMS.4** Students use productivity tools to collaborate in constructing technology enhanced models, prepare publications, and produce other creative works.

Components: **TMS.4.1** – Describe how to use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations. 62.B.3

TMS.4.2 – Apply utilities for editing pictures, images, and charts. 62.B.3

TMS.4.3 – Apply common software features (i.e., spelling and grammar checkers, dictionary, thesaurus, editing options) to maximize accuracy in development of word processing documents. 62.A.3

TMS.4.4 – Apply sorting, formulas and chart generation in spreadsheets. 62.A.3

TMS.4.5 – Insert pictures, movies, sound, and charts in presentation software to enhance communication to an audience, promote productivity, and support creativity, with proper citations. 62.A.3

Outcome: **TMS.5** Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Components: **TMS.5.1** – Describe how to use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations. 63.A.3

TMS.5.2 – Know how to use telecommunications tools such as online collaborative environments to exchange data collected and learn curricular concepts by communicating with peers, teachers, experts, and other audiences. (e-mail, blogs, on-line discussion groups) 63.A.3

TMS.5.3 – Apply use of advanced utilities to compress and convert files for a variety of different media and formats.

Outcome: **TMS.6** Students use technology to locate, evaluate, and collect information from a variety of sources.

Components: **TMS.6.1** – Conduct an advanced search using Boolean logic and other search functions to evaluate information from a variety of sources for accuracy, bias, appropriateness, and comprehensiveness. 64.A.3

TMS.6.2 – Select and use information and communication technology tools and resources to collect and analyze information and report results on an assigned hypothesis or research question. 64.C.3

TMS.6.3 – Site sources using APA format.

Outcome: **TMS.7** Students employ technology in the development of strategies for solving problems in the real world.

Components: **TMS.7.1** – Use a variety of media and formats to design, develop, publish, and present products (i.e., presentations, newsletters, web pages) that effectively communicate ideas to multiple audiences. 63.B.3

TMS.7.2 – Compare information from a variety of approved credible Internet sources.

TMS.7.3 – Determine the need for additional information and draw conclusions for addressing real-world problems. 64.B.3

Outcomes: **TMS.8.2** Students will examine ethical issues related to technology.

Components: **TMS.8.2.1** – Show proper use of technologies and information (acceptable and unacceptable computer use) through responsible actions. 61.A.2

TMS.8.2.2 – Use technology to improve their ability to communicate, be productive, or achieve personal goals. 62.C.2

Outcome: **TMS.9** Students will be able to make responsible choices that will lead to safe Internet experiences.

Components: **TMS.9.1** – Read and analyze the importance of the Internet Safety Tips.

TMS.9.2 – Demonstrate the basic concepts of internet safety and possible dangers on the internet.

TMS.9.3 – Engage in interactive group activities that has students recognize and avoid dangerous situations online.

Family and Consumer Science
6th Grade—9 Weeks

Focus: Living Skills

Purpose: Students will demonstrate knowledge in time and money management, consumerism, basic sewing skills, clothing care, personal health care and appropriate dress. Students will evaluate careers in the field of family and consumer science and consumer service industry.

(NS 2.0, 2.1, 2.3, 2.6, 3.0, 3.1, 3.3.) ILS 1A3a, 1A3b, 1C4d, 1C5c, 1C5d, 3A3, 3B3a, 4A3b, 4A3c, 4A3d, 4B3a, 4B3c, 5A3b, 6A3, 6D3, 6B4, 6C3A, 6C3a, 6C3b, 6D3, 7C3a, 7B3, 10A5, 10B5, 1A3d, 11A3g, 11A4f, 11A5e, 11B3f, 11B4g, 11B5f, 11A1b, 11A2a, 11B2a, 11B4a, 11b4b, 11B1a, 11B2a, 11B5b, 11B2a, 11B5b, 11b4E, 11B4f, 13B1a, 15A3a, 15A3b, 15A3b, 15C3, 15D3c, 26A3e, 27A3a

Outcome: **FCS.6.1** The students will demonstrate basic sewing techniques.

Components: **FCS.6.1.1** – Identify basic sewing tools and their usage.

FCS.6.1.2 – Demonstrate stitching techniques and their usage.

FCS.6.1.3 – Utilize sewing terminology and measurement when choosing a pattern.

FCS.6.1.4 – Demonstrate use and safe handling of sewing equipment to cut out fabric.

Outcome: **FCS.6.2** The students will identify and demonstrate safety and operational guidelines of electrical sewing equipment.

Components: **FCS.6.2.1** – Demonstrate knowledge of electrical sewing machine parts and their usage.

FCS.6.2.2 – Utilize skills and knowledge to thread a sewing machine.

FCS.6.2.3 – Demonstrate proper operation of a sewing machine.

FCS.6.2.4 – Identify sewing terms.

FCS.6.2.5 – Follow safety rules and pattern guidelines to construct a basic sewing project.

FCS.6.2.6 – Evaluate the project based on class rubric.

Outcome: **FCS.6.3** The students will identify decision making skills appropriate to clothing care.

Components: **FCS.6.3.1** – Identify and demonstrate proper and safe ironing procedures for common fabric.

FCS.6.3.2 – Demonstrate sewing buttons on fabric.

FCS.6.3.3 – Identify types and use of laundry products including bleaches, detergents, fabric softeners and stain removers.

FCS.6.3.4 – Identify stain removal techniques.

FCS.6.3.5 – Identify clean and dirty clothes.

FCS.6.3.6 – Identify clothing care labels.

FCS.6.3.7 – Apply basic laundry procedures.

FCS.6.3.8 – Demonstrate how clothing care contributes to clothing cost factor.

FCS.6.3.9 – Demonstrate procedure for laundering clothes.

FCS.6.3.10 – Evaluate completed task according to class rubric.

Outcome: **FCS.6.4** Students will assess consumer issues including consumer rights and responsibilities, labels and product information, advertising and commercials and purchasing.

Components: **FCS.6.4.1** – Analyze comparison shopping techniques.

FCS.6.4.2 – Locate reliable sources of consumer information.

FCS.6.4.3 – Explain procedures used to resolve consumer complaints.

FCS.6.4.4 – Evaluate the effects of advertising.

FCS.6.4.5 – Identify prices and information on labels and tags of merchandise.

FCS.6.4.6 – Compare prices, determine if an item is on sale, and use advertisements to purchase needed sale items.

FCS.6.4.7 – Apply consumer buying techniques through class fashion project.

FCS.6.4.8 – Evaluate fashion project based on class rubric.

Outcome: **FCS.6.5** Students will employ family money management skills.

Components: **FCS.6.5.1** – Explain the purpose of money.

FCS.6.5.2 – Analyze purchases as necessities or luxuries.

FCS.6.5.3 – Categorize major clothing categories.

FCS.6.5.4 – Compare prices of major purchases.

FCS.6.5.5 – Define and show examples of a budget.

FCS.6.5.6 – Use appropriate steps to establish a budget and prepare a budget.

FCS.6.5.7 – Analyze methods used to make payments.

FCS.6.5.8 – Apply budgeting techniques to fashion project.

Outcome: **FCS.6.6** Students will summarize careers related to Family and Consumer Science.

Components: **FCS.6.6.1** – Explore careers related to individual interests within the Family and Consumer Science field.

FCS.6.6.2 – Identify skills and education required for careers in consumer services.

FCS.6.6.3 – Analyze the importance of personal care, dress and grooming throughout the lifespan and how they relate to job interviews and career decisions.

Computer Skills 6
(6th Grade) 9 Week Course

Focus: Computer 6 Keyboarding, Computer Applications and i-SAFE Curriculum

Purpose: Students will further develop keyboarding techniques; apply computer applications and the i-SAFE curriculum to aid in their technological knowledge and development.

Outcome: **C.6.1** Students will evaluate accuracy and speed after completing keyboarding lessons.

Components: **C.6.1.1** – Demonstrate proper hand position, and ergonomics.

C.6.1.2 – Complete the initial analysis assessment and begin keying at the level suggested based on the results of the initial assessment.

C.6.1.3 – Analyze lesson assessments for personal improvement, accuracy and technique.

C.6.1.4 – Evaluate performance based on ergonomics, and timings of accuracy and speed.

Outcome: **C.6.2** Students will demonstrate technology vocabulary knowledge in an electronic assignment, including discussion of Intellectual Properties.
1.A.3.a; 1.A.3b, 1.B.3a, 1.B.3.b

Components: **C.6.2.1** – Using word processing software identify and apply bulleted lists, formatted headings, text, body and margins using technology vocabulary.

C.6.2.2 – Identify the need to cite resources.

C.6.2.3 – Identify and apply an understanding of plagiarism.

C.6.2.4 – Reinforce techniques to cite sources. Using technology vocabulary, paraphrase definitions and apply knowledge in a given project.

C.6.2.5 – Evaluate the project according to class rubric.

Outcome: **C.6.3** Students will use formatting skills to apply the use of tables in electronic documents and demonstrate age appropriate desktop management. 1.B.3b, 3.A.3, 3.B.3a

Components: **C.6.3.1** – Identify the characteristics and features of the word processing software.

C.6.3.2 – Demonstrate how to create a new folder.

C.6.3.3 - Utilize basic desktop management skills, such as delete, rename, copy and move files or folders, and save in multiple environments.

C.6.3.4 – Compose a business letter using block format.

C.6.3.5 - Use a table to organize technology vocabulary words.

C.6.3.6 – Using the table created, apply formatting properties of a table to complete a formative evaluation.

C.6.3.7 – Using electronic devices, students will send the assignment to the instructor.

C.6.3.8 - Apply software trouble-shooting techniques independently [e.g. use the Task Manager].

C.6.3.9 – Evaluate the projects according to class rubric.

Outcome: **C.6.4** Students will assess their interests, skills and abilities and its application to careers. 3.C.3b, 5.C.3c, 25.A.3e, 25.A.3d, 27.A.3a

Components: **C.6.4.1** – Identify interests, skills and abilities about themselves using career software.
C.6.4.2 – Investigate the careers that may or may not suit their interests.
C.6.4.3 – Evaluate results of career survey.
C.6.4.4 – Create an electronic portfolio that analyzes the student’s interests, skills and abilities, and self-reflection of education for future career goals.

Outcome: **C.6.5** Students will develop a comprehensive understanding of the concept of community and its application to the Internet.

Components: **C.6.5.1** – Examine the roles in the cyber community and empower appropriate citizenship.
C.6.5.2 – Examine and discuss the Acceptable Use Policy Unit.
C.6.5.3 – Compare and contrast the difference between the online and the physical community.
C.6.5.4 - Demonstrate knowledge learned in an electronic assignment.
C.6.5.5 – Apply software trouble-shooting techniques independently.
C.6.5.6 – Evaluate performance based on a project.

Outcome: **C.6.6** Students will investigate and identify key concepts associated with cyber bullying, and online etiquette, known as netiquette, including an expansion of definitions and discussion of motivations of bullies.

Components: **C.6.6.1** – Students age-appropriately investigate and identify key concepts associated with cyber bullying and learn strategies to avoid it.

C.6.6.2 – Introduce concepts specific text messaging and its associated safety strategies [including cell phones].

C.6.6.3 – Examine what “identity” means, the risks that youth face when revealing too much information online.

C.6.6.4 – Compare and contrast appropriate and inappropriate safety guidelines.

C.6.6.5 - Compose an electronic document demonstrating knowledge and promotes responsible online decisions.

C.6.6.6 - Evaluate performance based on a project.

Outcome: **C.6.7** Students will develop an understanding of appropriate use of the Internet and Intellectual Property.

Components: **C.6.7.1** – Identify key concepts associated with responsible use on the Internet, focusing on attributes and types of materials, definitions of copyright and plagiarism, and techniques to avoid intellectual property theft and plagiarism.

C.6.7.2 – Reinforce techniques and cite sources for school or personal work.

C.6.7.3 – Compose an electronic document demonstrating knowledge learned.

C.6.7.4 – Evaluate performance based on a project.

Art Curriculum
6th Grade

Purpose: Students will use their creative voice in 2- and 3-dimensional art production and examine art and aesthetics' role in the world around them.

Outcome: **A.6.1** Students will plan and create a 2D composition of the human face. They will apply correct proportions and practice observational drawing. 26.B.3d, 25.B.3

Components: **A.6.1.1** – Create a series of sketches of your own face observing from a mirror.
A.6.1.2 – Draw blind contour sketches before working on final composition.
A.6.1.3 – Apply balance, proportion, and scale to a composition of a face.
A.6.1.4 – Show the form of a face using 2D contour line.
A.6.1.5 – Prepare critique guidelines.
A.6.1.6 – Contribute and receive verbal criticism about artwork.
A.6.1.7 – Identify how concepts learned in class are applied in peers' artwork.

Outcome: **A.6.2** Students will design and construct a clay sculpture using basic clay techniques and processes. Their sculpture will have a strong concept base and express a feeling or meaning. 25.A.3d, 25.B.3, 26.A.3e, 26.B.3d, 25.A.3e

Components: **A.6.2.1** – Construct a geometric form using slab construction.
A.6.2.2 – Practice additive and subtractive clay processes.
A.6.2.3 – Identify tools and vocabulary used when working with clay.
A.6.2.4 – Produce texture in the surface of clay with hands and tools.
A.6.2.5 – Finish bisque ware by painting with glaze.
A.6.2.6 – Devise a concept for a clay sculpture.
A.6.2.7 – Identify how concepts learned in class are applied in peers' artwork.

Outcome: **A.6.3** Students will paint a painting in which they mix their own colors to demonstrate their knowledge of the color wheel and basic color schemes. 25.A.3d, 25.B.3, 26.A.3e, 26.B.3d

Components: **A.6.3.1** – Design and draw a composition to paint.

A.6.3.2 – Use a variety of paint media and techniques (e.g. watercolor, tempera).

A.6.3.3 – Demonstrate knowledge of color wheel components.

A.6.3.4 – Demonstrate knowledge of basic color schemes: primary, secondary, tertiary, complimentary, analogous, warm, cool, and neutral.

A.6.3.5 – Practice mixing colors with drawing media (e.g. colored pencils).

A.6.3.6 – Identify how concepts learned in class are applied in peers' artwork.

Outcome: **A.6.4** Students will create a 2D artwork with the illusion of 3 dimensionality and depth. 25.A.3d, 25.B.3, 26.A.3e, 26.B.3d

Components: **A.6.4.1** – Locate foreground, middle ground, and background in example pictures.

A.6.4.2 – Overlap 2D elements in an artwork.

A.6.4.3 – Utilize a vanishing point and one point perspective guidelines in a drawing.

A.6.4.4 – Manipulate scale of 2D elements in an object to create illusion of depth.

A.6.4.5 – Prepare and present artwork for display.

A.6.4.6 – Identify how concepts learned in class are applied in peers' artwork.

MUSIC
6th Grade

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate irregular meters, mixed meters, key signatures and modes. Students will use song, speech, movement and instruments to continue to explore and demonstrate chord changes (i.e. I-IV-V).

Focus: Irregular meters and key signatures and modes.
Chord changes I-V, etc. (I-IV-V) continued and expanded.

Outcome: **M.6.1** Students will create a 4 part rhythmic composition in 5/4 meter with complimentary rhythms.

Using traditional, ethnic, or folk songs:

Components: **M.6.1.1** – Demonstrate the proper way to count/clap 5/4 meter.
25.A.1c, 26.A.1d, 27.B.1

M.6.1.2 – Create four 5 beat patterns in 5/4 meter using eighth/sixteenth note combinations. 25.A.1c, 26.A.1d

M.6.1.3 – Perform patterns using body percussion. 25.A.1c, 26.A.1d, 26.B.1c

M.6.1.4 – Arrange patterns in **abab** phrase form.

M.6.1.5 – Work with a partner to create a 2-part piece in **aabc**, **abac**, or **abca** form (2 measures per phrase-8 measures total in 2 parts).
25.A.1c, 26.A.1d, 26.B.1c

M.6.1.6 – Perform piece using body percussion. 25.A.1c, 26.A.1d, 26.B.1c

M.6.1.7 – Work with another group to become a 4-part piece.
25.A.1c, 26.A.1d, 26.B.1c

M.6.1.8 – Modify the piece to **rondo** form by joining with other groups.
25.A.1c, 26.A.1d, 26.B.1c

M.6.1.9 – Perform as a **rondo**. 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

M.6.1.10 – Create an introduction (5/4 meter) for piece using a common rhythmic theme or themes from one or more of the sections (8 measures total). 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c

M.6.1.11 – Create a coda at the end using a rhythmic theme from the A section. 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c

M.6.1.12 – Orchestrate using unpitched percussion instruments.
25.A.1c, 25.B.1, 26.A.1c, 26.A.1d, 26.B.1c, 27.B.1

M.6.1.13 – Perform entire 4-part composition. 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.6.2** Students will compose a modal melody for recorder in compound meter using known rhythms.

Using traditional, ethnic, or folk songs:

Components: **M.6.2.1** – Identify Major scales, minor scales and dorian mode. 26.A.1d, 27.B.1

M.6.2.2 – Improvise to compose 8 beat patterns on recorders/mallet instruments in dorian mode. (re) 25.A.1c, 26.A.1d, 26.B.1c

M.6.2.3 – Perform 8 beat patterns. 25.A.1c, 26.A.1d, 26.B.1c

M.6.2.4 – Work with partner(s) to create **ABAC** form. 25.A.1c, 26.A.1d, 26.B.1c

M.6.2.5 – Perform piece on recorders w/ mallet instrument accompaniment. 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c

M.6.2.6 – Modify piece to another form. (i.e., **ABBA**, **AABC**, etc.) 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

M.6.2.7 – Perform new musical arrangement. 25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.6.3** Students will accompany folk song with chordal harmony using mallet instruments or guitar.

Using traditional, ethnic, or folk songs:

Components: **M.6.3.1** – Identify the makeup of these chords: I, IV and V in C Major. 26.A.1d, 27.B.1

M.6.3.2 – Play an accompaniment to familiar songs with these chords. 26.A.1d, 26.B.1c, 27.B.1

M.6.3.3 – Sing a new melody using only I chord accompaniment. 26.A.1d, 26.B.1c, 27.B.1

M.6.3.4 – Locate places in the music where this chord doesn't fit. 26.A.1d, 26.B.1c, 27.B.1

M.6.3.5 – Decide which of the other chords would fit. 26.A.1d, 26.B.1c, 27.B.1

M.6.3.6 – Perform sections of the piece with the chords. 25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

M.6.3.7 – Evaluate chord choices for an entire song. 25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

M.6.3.8 – Perform the song with new chord choices. 25.A.1c, 26.A.1d,
26.B.1c, 27.B.1

Band
6th Grade

Purpose: Students will demonstrate fundamental instrument skills as well as listen to music to determine basic music components of melody, harmony, rhythm and phrasing, and apply basic skills of improvisation, reading and writing of music.

Focus: Fundamental instrument skills and the listening, improvisation, reading and writing.

Outcome: **B.6.1** Students will analyze musical concepts in a wide variety of band literature through the use of listening logs.

Components: **B.6.1.1** – Identify the following musical concepts: 25.A.3c

- Rhythm
- Melody
- Intonation
- Instrumentation
- Dynamics
- Style
- Tempo

B.6.1.2 – Apply musical concepts to historical, social, and cultural contexts. 25.B.3, 27.A.3a, 27.A.3b, 27.B.3

B.6.1.3 – Use self-recordings to evaluate musical concepts. 25.A.3c, 26.A.3c, 26.B.3c, 26.A.3d

Outcome: **B.6.2** Students will apply fundamental instrument skills while playing music on their instrument.

Components: **B.6.2.1** – Demonstrate correct embouchure. 26.A.3d, 26.B.3c

B.6.2.2 – Demonstrate correct right hand position. 26.A.3d, 26.B.3c

B.6.2.3 – Demonstrate correct left hand position. 26.A.3d, 26.B.3c

B.6.2.4 – Demonstrate correct posture. 26.A.3d, 26.B.3c

B.6.2.5 – Perform correct melody. 26.A.3d, 26.B.3c

B.6.2.6 – Perform correct rhythm. 26.A.3d, 26.B.3c

Outcome: **B.6.3** Students will perform a variety of music with melodic, rhythmic, and expressive qualities.

Components: **B.6.3.1** – Demonstrate correct rhythms in 2/4, 2/2, 6/8, 4/4, 3/4, 3/8:
25.A.3c, 26.A.3d, 26.B.3c

- Whole note/rest
- Half note/rest
- Quarter note/rest
- Eighth note/rest
- Sixteenth note/rest

B.6.3.2 – Identify key signature, clef, and note names on staff. 25.A.3c,
26.A.3d, 26.B.3c

B.6.3.3 – Apply dynamics of *f*, *mf*, *mp*, *p* to music. 25.A.3c, 26.A.3d,
26.B.3c

B.6.3.4 – Demonstrate style of legato, staccato, and accent. 25.A.3c,
26.A.3d, 26.B.3c

B.6.3.5 – Demonstrate correct tempos. 25.A.3c, 26.A.3d, 26.B.3c

B.6.3.6 – Demonstrate improvisation of basic chord progressions.
25.A.3c, 26.A.3d, 26.B.3c

B.6.3.7 – Compare and contrast a variety of music with the performance
selections. 25.A.3c, 26.A.3d, 26.B.3c, 27.A.3a, 27.A.3b, 27.B.3

Health
6th Grade

Focus: **Health triangle, safety and pollution, career exploration, awareness.**

Purpose: Students will demonstrate the skills needed to make healthy decisions in the areas of personal wellness, first aid, safety, conflict resolution and maintaining a healthy environment. Students will also identify and compare the benefits of careers in the field of health occupations.

Outcome: Students will analyze the health triangle and its implications to one's self and one's community.

Components: **H.6.1.1** – Discuss issues and solutions that affect adolescence mental health at school and home. 22.A.3a, 23.C.3, SES 1.A.3a, SES 1.A.3b
H.6.1.2 – Identify options at school and in the community to help solve personal problems. 22.A.3b, 24.B.3, 23.C.3
H.6.1.3 – Develop a personal hygiene plan which will allow one to have a healthy triangle in the area of physical wellbeing. 23.B.3
H.6.1.4 – Discriminate between healthy and unhealthy methods for addressing interpersonal differences. 24.A.3b, 24.A.3c

Outcome: Students will construct safety precautions for practical situations that may arise in their lives.

Components: **H.6.2.1** – List possible emergency situations. 22.B.3
H.6.2.2 – Develop a plan for handling emergency situations at home. 22.C.3a
H.6.2.3 – Discuss the school's plan for handling emergency situations. 22.B.3
H.6.2.4 – Develop an emergency kit supply list. 22.B.3

Outcome: Students will develop a list of health occupations and examine the effects of those occupations on the community.

Components: **H.6.3.1** – List possible health occupations. 22.A.3d
H.6.3.2 – Define training needed to pursue each occupation. 22.A.4d
H.6.3.3 – Create an occupational chart to display years of training. 22.A.3d
H.6.3.4 – Discuss each occupation's impact on our community. 22.B.3

Outcome: Students will predict possible environmental problems within their community.

Components: **H.6.4.1** – Define pollution and discuss its effects on the community. 22.C.3a

H.6.4.2 – Debate solutions to various pollution problems confronting the local community and global world. 22.C.3b

H.6.4.3 – Develop a plan to address local pollution problems. 22.C.3b, SES 3.C.3a

H.6.4.4 – Analyze the effect of a pollution plan to a local and global community. 22.C.3b, SES 3.C.3b

Outcome: Students will summarize the basic characteristics of both male and female reproductive anatomies and will assess the physical and emotional changes that occur during adolescence.

Components: **H.6.5.1** – Identify the components of the male reproductive anatomy using proper terminology.

H.6.5.2 – Identify the components of the female reproductive anatomy using proper terminology.

H.6.5.3 – Identify the physical and emotional changes during adolescence. Analyze the effects changes pose.

H.6.5.4 – Apply knowledge of self-esteem and personal identity development in realistic situations.

Outcome: Students will design a healthy decision making process to address individual health concerns.

Components: **H.6.6.1** – List common problems adolescents face examples: peer pressure, their morals being challenged. 22.A.3a SES 1.A3b SES 1.B3a SES 3.B3b SES 2D3b

H.6.6.2 – Discuss possible solutions adolescents choose and their effects. 22.A.3b SES 2D3a

H.6.6.3 – Evaluate decisions and how to avoid problems in the future. 22.A.3c, SES 3.B.3a SES 2C3a

H.6.6.4 – Apply decision making plan to common adolescent problems. (Bullying) 24.B.3, SES 3.3a SES 2B3a

Middle School Physical Education Curriculum

Purpose: Students will analyze and improve their own fitness levels by combining knowledge of game rules with personal fitness skills. They will demonstrate and value teambuilding through sportsmanship and responsibility.

Outcome: Students will demonstrate competence of game rules through proper game play in both group and independent settings. 19.C.3a, 19.C.3b

- Basketball
- Badminton
- Matball
- Handball
- Ping Pong
- Football
- Track
- Fitness Games
- Volleyball
- Soccer
- Softball

Components: **1.1** – Demonstrate their knowledge of the rules prior to activity.
19.C.3a, 19.C.3b

1.2 - Demonstrate game rules through participation with others.
19.C.3a, 19.C.3b

1.3 – State game rules to others during activities. 19.C.3a, 19.C.3b

1.4 – Monitor and adjust game play to coincide with game rules.
19.C.3a, 19.C.3b 20.A.3b

Outcome: Students will improve their personal fitness level through analyzing and evaluating their intensity during activities. 20.A.3a 20.B.3a, 20.C.3a 20.C.3c

- Basketball
- Badminton
- Matball
- Handball
- Ping Pong
- Football
- Fitness Bikes
- Fitness Testing
- Track
- Fitness Games
- Volleyball
- Soccer
- Softball

Components: **2.1** – Monitor heart rate during game play. 20.B.3a

2.2 – Compare heart rate level to suggested heart rate levels during activity.
20.B.3a, 20.C.3c

2.3 – Adjust personal intensity during game play to increase their desired fitness level. 20.B.3a, 20.B.3b

2.4 – Analyze personal fitness testing scores to identify areas of improvement.
20.C.3a

Outcome: Students will demonstrate responsibility and sportsmanship in class preparation and participation. 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3

- Basketball
- Badminton
- Matball
- Handball
- Track
- Fitness Games
- Volleyball
- Soccer

- Ping Pong
- Football
- Softball
- Fitness Bikes
- Fitness Testing

Components: **3.1** – Show responsibility in preparing for class by having a uniform, shoes, and lock. 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3

3.2 – Demonstrate sportsmanship by working collaboratively with teammates during game play. 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3

3.3 – Respect equipment through proper care for and use of equipment. 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3

3.4 – Demonstrate a positive competitive attitude in all game play situations.
21.A.3a, 21.A.3b, 21.A.3c, 21.B.3

3.5 – Demonstrate teamwork through acceptable interpersonal communication skills with others. 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3