

Des Plaines CCSD 62

6th Grade Curriculum Highlights



LITERACY

Reading Literature

Key Ideas and Details

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples of anecdotes).

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author’s presentation of events with that of another.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE ARTS

Writing

Text Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in

different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

- Apply *grade 6 Reading standards* to literary nonfiction (e.g., “trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., myself, ourselves).
 - Recognize and correct inappropriate shifts in pronoun number and person.*
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - Spell correctly.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Vary sentence patterns for meaning, reader/listener interest, and style.*
 - Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole,

item/category) to better understand each of the words.

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.

MATHEMATICS

Ratios and Proportional Reasoning

- Understand ratio concepts and use ratio reasoning to solve problems.
 - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
 - Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
 - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
 - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
- Compute fluently with multi-digit numbers and find common factors and multiples.
 - Fluently divide multi-digit numbers using the standard algorithm.
 - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
 - Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
 - Apply and extend previous understandings of numbers to the system of rational numbers.
 - Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
 - Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - Understand ordering and absolute value of rational numbers.
 - Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find

distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
 - Write and evaluate numerical expressions involving whole-number exponents.
 - Write, read, and evaluate expressions in which letters stand for numbers.
 - Apply the properties of operations to generate equivalent expressions.
 - Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
- Reason about and solve one-variable equations and inequalities.
 - Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
 - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
 - Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
 - Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
- Represent and analyze quantitative relationships between dependent and independent variables.
 - Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.
 - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
 - Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
 - Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability

- Develop understanding of statistical variability.
 - Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
 - Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.
 - Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
- Summarize and describe distributions.
 - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
 - Summarize numerical data sets in relation to their context.

SCIENCE/HEALTH

Scientific and Engineering Practices

- Ask questions and define problems.
- Develop and use models.
- Plan and Carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Scientific Concepts

- Examine the Earth's place in relation to solar system and galaxy.
- Examine geoscience data.
- Explain the formation and evolution of the universe.
- Understand how Earth's geo-systems operate by modeling the flow of energy and cycling matter within and among systems.
- Investigate the controlling properties of important materials and construct explanations.
- Develop understanding of factors that control weather.
- Understand the significant and complex issues surrounding human use of land, energy, mineral and water resources.

Content Literacy

Reading

- Cite specific textual evidence to support analysis of science and technical texts.
- Determine the central ideas or conclusions of a text; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- Analyze the structure an author uses to organize a text, including how the major sections

contribute to the understanding of a topic.

- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., flowchart, diagram, model, graph, table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation.
- Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

Writing

- Write arguments focused on discipline-specific content.
- Introduce, maintain, and support claims.
- Write informative/explanatory texts, including the narration of scientific procedures and technical processes.
- Introduce a topic clearly, previewing what is to follow and use formatting, graphics, and multimedia when useful. Develop the topic with relevant, well-chosen facts, definitions, details, and quotations.
- Use precise language and domain-specific vocabulary.
- Provide a concluding statement in all writing.
- Plan, revise, edit, and rewrite with a focus on communicating clearly to the audience.
- Conduct short research projects to answer a question.
- Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of sources; quote and/or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

SOCIAL STUDIES: World Cultures and Geography

Political Systems

- Identify the rights and obligations of citizenship in a representative democracy.
- Understand motivation for U.S. involvement in the Middle East since the end of the Cold War era.
- Identify the basic principles of American democracy expressed in the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Illinois State Constitution.

Economics

- Compare different economic systems, including: command, market, traditional and mixed.
- Identify the causes of unemployment, including seasonal fluctuation of demand, changing jobs, changing skill requirements, and national spending.
- Define the concept of supply and demand and describe how changes in supply and demand affect prices of specific products.
- Define imports and exports.
- Analyze the effect of current events on the availability of resources.
- Understand how competition among sellers lowers costs and prices, and encourages producers to produce more.
- Identify governments as the providers of public goods and services.

History

- Identify the sources of the ethical teachings and central beliefs of Judaism and Christianity.
- Identify the basic teachings of Hinduism.
- Identify the spread of Christianity, Judaism, Islam, Hinduism, and Buddhism through the

Mediterranean region, the Middle East, and Asia.

- Identify the development and spread of Islam.
- Identify people, places, and events related to the establishment of the Soviet Union.
- Identify the collapse of the Soviet Union.
- Define “cold war;” explain the basic differences in the beliefs of the United States and the Soviet Union that led to the Cold War, and identify basic strategies used by each to counter the influence of the other.
- Identify the basic causes of the Russian Revolution of 1917 and describe the basic economic, political, and social reforms that emerged.
- Identify major characteristics of 19th-century European nationalism and understand how nationalism led to conflict between European nations competing for raw materials, markets, and rush for colonies in Africa/Asia.
- Identify the Holocaust.
- Identify nationalist movements and attempts by colonial countries to achieve independence after World War II.
- Identify and locate Sub-Saharan Empires relative to the kingdoms of Europe, the Middle East, and Asia, and describe the exchange of goods and ideas among these kingdoms.
- Understand the relationship between geography and trade in gold, salt, food, and slaves in the development of the Ghana and Mali empires.
- Define “imperialism” and “colonialism” and identify examples of European and American colonies in the Americas, Africa, Asia, and the Middle East.
- Identify the differences between primary and secondary sources.
- Use visual and literary sources, including: a) photographs, paintings, cartoons, and architectural drawings and b) novels, bibliographies, poetry, and plays to clarify, illustrate, or elaborate upon information presented in historical narratives or arguments.
- Understand “point of view;” distinguish fact from opinion in historical narratives.
- Interpret tables, charts and graphs that represent simple historical, social, political, geographic and economic data.

Geography

- Identify various ecosystems, including desert, prairie, flood plain, forest, and tundra.
- Identify how erosional agents produce distinctive landforms.
- Compare and contrast historical and contemporary depictions of the same place using a variety of sources.
- Identify the basic aspects of cultures in major continental regions and world capitals and understand their relationship to the region, country or city’s geography.
- Identify the relationships among location of resources, population distribution and economic activities, including: transportation, trade and communications.
- Identify ways that human behavior could be changed to improve specific environmental problems.
- Understand the function and identify the location of the international dateline.
- Demonstrate understanding of latitude and longitude.
- Identify time zones and explain why there are different zones in different parts of the world.
- Know the difference between absolute and relative location.
- Locate places based on cardinal and ordinal directions, latitude and longitude, the equator, prime meridian, the tropics, the hemispheres, time zones, and the international dateline.
- Use maps and other geographic representations and instruments to gather and interpret

information about people, places and environments.

- Identify the causes for different patterns in population density.
- Understand how the physical geography of a place can help or hinder the development of human settlement or civilization.
- Define and distinguish among rural, urban and suburban areas.
- Understand how and why people alter the physical environment to meet their needs by: tree-cutting, mining and raising food.
- Identify resources whose value has changed over time as technology has changed.
- Define and distinguish among rural, urban and suburban areas.

Culture and Society

- Define “culture” and describe ways in which it can be expressed and transmitted.
- Identify how interactions among people can affect social change.
- Identify how individual citizens, groups of citizens and government can cooperate to solve important social problems.
- Define “slavery” and “serfdom” and identify examples of these practices from history and efforts to eradicate them throughout the world.

Content Literacy

Reading

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, etc.).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, etc.).
- Identify aspects of a text that reveal an author’s point of view or purpose (propaganda, loaded language, inclusion or exclusion of facts).
- Integrate visual information (e.g., in charts, graphs, photos, maps, etc.) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

Writing

- Write arguments focused on discipline-specific content.
- Introduce, maintain, and support claims.
- Write informative/explanatory texts, including the narration of historical events.
- Introduce a topic clearly, previewing what is to follow and use formatting, graphics, and multimedia when useful. Develop the topic with relevant, well-chosen facts, definitions, details, and quotations.
- Use precise language and domain-specific vocabulary.
- Provide a concluding statement in all writing.
- Plan, revise, edit, and rewrite with a focus on communicating clearly to the audience.
- Conduct short research projects to answer a question.
- Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of sources; quote and/or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

MUSIC

Music Literacy

- Write a 4-measure melody using appropriate music notation.
- Identify sonic differences between major and minor tonalities: Students will listen to examples and circle the appropriate tonality.
- Identify strong and weak beats in music and poetry.
- Add rhythmic values: 4-beat whole note, 2-beat half note, 1-beat quarter note, 0.5-beat eighth note, 0.25-beat sixteenth note.
- Identify and apply the musical elements of melody, harmony, tonality, rhythm, form, tone color, texture, and dynamics.

Music in Culture

- Compare and contrast musical genres such as: Folk, Jazz, Classical, Rock, Blues, etc.
- Compare and contrast performance practices between the following cultures: European, Middle Eastern, African, Asian, South American, Central American, and North American.
- Describe how music functions in ceremonies and rituals such as: Sporting Events, Religious Ceremony, and Political Ceremony.
- Identify musical instruments from global cultures: European, Middle Eastern, African, Asian, South American, and Central American.

Performance

- Read and perform music in treble clef.
- Compose or perform in rondo (ABACA) and binary (AB) form: (Compositions must be at least 30 seconds in length).

ART

Technique and Processes

- Draw: lines to the vanishing point, parallel lines, and horizon line.
- Place a vanishing point on the horizon line and uses it properly.
- Use a ruler correctly to draw straight lines.
- Draw parallel lines correctly.
- Plan a design for printing.
- Use tools to remove negative areas in printmaking.
- Produce a minimum of 2 clear prints.
- Create a paper sculpture.
- Score, fold, and attach paper to manipulate it into a 3-Dimensional form.

Reflection and Critique

- View a print and a painting, discuss and compare the processes involved.
- Recognize perspective in works of art.
- Recognize the differences between: sculpture, painting, and other types of art. Compare and contrast one from another.
- Understand the concepts of form and shape.
- Writes about personal artwork and content learned.

PHYSICAL EDUCATION

Motor Skills and Movement Patterns

- Demonstrate basic locomotors and non-locomotors while using manipulatives by using developmentally appropriate form.

- Identify personal space and demonstrate weight bearing and/or balance movements.

Cognitive Concepts, Principles and Strategies

- Identify and apply safety procedures.
- Demonstrate safe movement in general and personal space.

Health-Enhancing Level of Physical Fitness

- Discuss and set realistic health-related fitness goals.
- Discuss different behavioral choices that impact wellness levels.

HEALTH

Health Concepts and Health Enhancing Behaviors

- Apply life skills pertaining to mental and emotional health.
- Identify the benefits of physical health and activity.
- Apply life skills for personal health and physical activity.

Body Systems

- Understand the role of male and female reproductive systems, prenatal development and care, pregnancy.
- Explain the characteristics of the HIV/AIDS disease, who is vulnerable, and how it is transmitted.

FAMILY AND CONSUMER SCIENCES

Consumer Decisions

- Describe the consequences of making wise and poor decisions as a consumer.

Clothing Care Techniques

- Evaluate and properly choose various clothing care techniques.

Sewing Skills

- Apply sewing skills to create and design a product.

Product Design

- Develop basic construction methods.

INFORMATION TECHNOLOGY

Internet Safety and Ethics

- Follow school rules regarding internet use and safety.

Keyboarding Skills

- Demonstrate proper keyboarding skills including knowledge and use of “home row.”

Word Processing

- Able to format documents for multiple purposes and audiences.
- Demonstrate knowledge of adding different objects and effects into a document.

Multimedia Presentation

- Create and customize multimedia presentation.

Online Applications

- Create and customize current online applications.

BAND

Practice

- Demonstrate instrument maintenance with proper tools.

- Identify how your instrument fits in with music history.
- Identify how instruments fit within their instrument families.
- Describe how your instrument has evolved or changed over time.
- Explore how and where your instrument is used today within the world of music.
- Practice at home.
- Come with correct materials.

Music Literacy

- Read and play tied note values.
- Read and play 3/4 time signatures.
- Read and play the concert Bb, Eb, Ab, F, and C Major scales.
- Read and play offbeat rhythmic patterns/syncopation.
- Read and play accidentals.
- Read and play 8th rests, 16th notes, and 8th/16th note combinations.
- Use articulations such as legato, staccato, and tenuto when appropriate.
- Demonstrate the use of alternate fingerings/slide positions and when to use them in the music.
- Play lip slurs and finger trills.
- Practice at home.
- Come with correct materials.

Instrument Skills

- Compose a piece of music using 1st and 2nd endings, repeats, da capo, del segno, and fine.
- Improvise a 4 bar musical phrase using a blues or pentatonic scale.
- Improvise a 4 bar musical phrase using notes and rhythms for 6th grade.
- Play subito dynamics.
- Play and change tempos including: a tempo, accelerando, ritardando, fermata, allegro, andante, and moderato.
- Play music distinguishing between separate vs. connected patterns.
- Demonstrate breath control by breathing at appropriate places in the music (rests and ends of phrases) even though these may not be specifically marked.
- Wind Players: Play with proper air for a good tone: warm air vs. cold air.
- Percussionists: Draw good tone from the instrument and demonstrate good rebound action.

ORCHESTRA

Practice

- Demonstrate the ability to adjust the shoulder rest for the student's individual instrument and endpin as appropriate.
- Identify how your instrument fits in with music history.
- Identify how instruments fit within their instrument families.
- Describe how your instrument has evolved or changed over time.
- Explore how and where your instrument is used today within the world of music.
- Practice at home.
- Come with correct materials.

Music Literacy

- Read and count sixteenth and dotted quarter notes and their equivalent rests.
- Read and play the syncopation of eighth, quarter, eighth.
- Identify repeat, first and second endings, d.c. al fine, d.s. al fine.

- Identify and play the accidentals of G sharp, B flat, and E flat.
- Identify basic dynamics of mezzo piano and mezzo forte.
- Identify the key of a piece as F Major, A Major, or B Flat Major.
- Write an original piece of music using 1st and 2nd endings, repeats, da capo, del segno, and fine.

Instrument Skills

- Create 2 measures of improvisation using rhythmic motifs ending on the tonic.
- Perform staccato and legato accurately.
- Play accurate whole and half step positions and match 3rd and 4th fingers to open strings.
- Play musical selections in the keys of D, G, and C Major for 2 octaves and the keys of F, A, and B Flat Major for one.
- Play musical selections in the keys of D, G, and C Major for 2 octaves and the keys of F, A, and B Flat Major for one.
- Perform clear tone on all open strings.

CHORUS

Tone Production Quality

- Produce a balanced and free vocal tone with the body and breath working together.
- Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- Demonstrate appropriate care of his/her vocal mechanism.
- Demonstrate correct choral vowels and consonants.
- Continue to cultivate a healthy tone quality with correct vowel and consonant placement.

Vocal Accuracy

- Sing independently, demonstrating good posture and correct breath control.
- Sing alone and in small and large ensembles demonstrating independence in executing his/her own part.
- Perform melodies and rhythms with appropriate dynamics while maintaining a steady tempo.
- Understand and identify basic conducting beats and gestures including: preparatory beats, releases, tempo changes, entrance cues, dynamic and other expressive gestures.
- Perform music of a variety of styles and cultures using expression and phrasing appropriate for the work being performed.
- Perform music of a variety of styles and cultures using expression and phrasing appropriate for the work being performed Perform accurately and expressively unison, two and three-part music.
- Understand and be able to perform with others to achieve a refined ensemble sound including blend, balance and timbre.
- Perform accurately and expressively unison, two and three-part music.
- Perform music in the following meters: 2/4, 3/4, 4/4, 3/8,6/8,2/2.
- Perform music in different tonalities (including but not limited to major, minor and modal).

ENGLISH LANGUAGE DEVELOPMENT (ELD)



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH questions (e.g., "who," "what," "where," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to speak freely through multiple tenses Retell phrases/ideas from speech Give brief oral content based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitored) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Define a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Define a point of view and give reasons Use and explain metaphors and simile Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	

The CAN DO Descriptors work in conjunction with the WIDA performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary usage, and 3. language control) to describe the increasing quality and quantity of student language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher paired-reading) Sort group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted charts or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphic/hart Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles 	

The CAN DO Descriptors work in conjunction with the WIDA performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary usage, and 3. language control) to describe the increasing quality and quantity of student language processing and use across the levels of language proficiency.

NOT FORMALLY GRADED

LMC

Access Information Efficiently and Effectively

- Demonstrate skill in using electronic catalog.
- Locate materials on library shelves by call number.
- Use print and electronic sources to access, extract, and process information.
- Understand scope, depth, and potential usefulness of various available information resources.
- Use search and navigational features of print and electronic sources to access information efficiently.

Evaluate Information Critically and Competently

- Use print and electronic sources to access, extract, and process information.
- Assess scope, depth, and potential usefulness of various available information resources.
- Recognize search and navigational features of resources to access information efficiently.
- Recognize point of view and opinion.

Use Information Accurately, Creatively, and Ethically

- Organize and synthesize information from multiple sources.
- Create and effectively communicate information and ideas to others.
- Understand the concept of plagiarism and cite sources properly.

Appreciate Literature to Pursue Knowledge and Expand Personal Interests

- Use both text and visuals to understand literature.
- Select an appropriate book of interest or personal enjoyment.
- Distinguish between different types of elements of literature.
- Analyze and understand information presented creatively in various non-text formats.
- Seek information related to personal interests and goals.
- Select resources and materials based on need and appropriateness.

Understand and Practice Internet Safety

- Understand the long-term impact of digital information.
- Behave responsibly and respectfully in a network environment.
- Use electronic devices safely and appropriately.

***LMC Specialist will support student use of technology to enhance learning.**