Cumberland County Schools

Parent Curriculum Guide

North Carolina Standard Course of Study

Sixth Grade
ENGLISH LANGUAGE ARTS

The skills taught as part of the elementary English language arts curriculum enable students to enter middle school with a solid foundation in poetry as well as fiction and nonfiction literature. In sixth grade, students expand their knowledge of literature with the inclusion of mythology, folktales, and fables from around the world; classic and contemporary fiction and poetry; and literary nonfiction related to historical and select science topics. Students take their knowledge to a new level as they begin to explore deeper and subtler themes, pondering the question, How can we learn from characters and the authors who wrote about them? By the end of sixth grade, students are ready to study literature with complex and challenging themes.

The writing component of the elementary curriculum ensures that by the time students reach sixth grade, they are able to write in an organized style and to articulate a central idea and support it with examples from text. An expanded writing curriculum includes responses to literature, reflective essays, and stories.

The following grade-specific standards define what students should understand and be able to do by the end of the year to progress towards college and career readiness in each major area.

**Reading: Literature**

**Key Ideas and Details**
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Craft and Structure**
4. 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.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas**
7. 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.
8. (Not applicable to literature)
9. 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**
10. 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**
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
### Reading: Informational Text (Continued)

#### Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. 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
7. 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.
8. 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.
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Range of Reading and Level of Text Complexity
10. 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.

### Writing

#### Text Types and Purposes
1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. 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.
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate transitions to clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. 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.
   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   e. Provide a conclusion that follows from the narrated experiences or events.
Writing (Continued)

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. 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.
6. 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
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. 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”).
   b. 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
10. 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.

Speaking and Listening

Comprehension and Collaboration
1. 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.
   a. 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.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. 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.
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Speaking and Listening (Continued)

Presentation of Knowledge and Ideas
4. 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.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

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

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

Vocabulary Acquisition and Use
4. 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.
   a. 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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
   c. 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.
   d. 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
6. 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.
The letter is addressed to the producer of a film in which smoking appears.

Annotation

The writer of this piece:

- **introduces a claim.**
  
  *I would not have any smokers in my movies for many reasons.*

- **organizes the reasons and evidence clearly.**
  
  *The first reason is it sets a bad example for children.*
  
  *Another reason not to promote smoking is it ages and wrinkles your skin.*
  
  *It turns your teeth yellow and may lead to gum disease and tooth decay.*

- **supports the claim with clear reasons and relevant evidence, demonstrating an understanding of the topic.**
  
  *Lastly, smoking is a very expensive habit. A heavy smoker spends thousands of dollars a year on cigarettes.*

- **uses words, phrases, and clauses to clarify the relationship between the claim and reasons.**
  
  *The first reason . . . Another reason . . . Lastly . . .*

- **establishes and maintains a formal style (except for the postscript).**
  
  *Dear Mr. Sandler . . . Thanks for reading my letter. I hope you agree with my opinion . . . Sincerely . . .*

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Dear Mr. Sandler,

Did you know that every cigarette a person smokes takes seven minutes off their life? I mentioned this because I just watched the movie, Benchwarmers, and I noticed that Carlos smoked. Why did you feel the need to have one of the characters smoke? Did you think that would make him look cool? Did you think that would make him look older? It did neither of those things. As a matter of fact, I think it made him look stupid and not very cool. Especially when he put out a cigarette on his tongue.

If I were producing a movie, I would want my characters to be strong, healthy and smart. I would not have any smokers in my movies for many reasons. The first reason is it sets a bad example for children. An estimated 450,000 Americans die each year from tobacco related disease. In fact, tobacco use causes many different types of cancers such as lung, throat, mouth, and tongue. Another reason not to promote smoking is it ages and wrinkles your skin. Who wants to look 75 if you are only 60? It turns your teeth yellow and may lead to gum disease and tooth decay. Lastly, smoking is a very expensive habit. A heavy smoker spends thousands of dollars a year on cigarettes. I can think of better things to spend money on.

So Mr. Sandler, I urge you to take smoking out of all future movies you produce. Instead of having your characters smoke have them do healthy things. That will set a positive influence for children instead of poisoning their minds. Thanks for reading my letter. I hope you agree with my opinion.

Sincerely, __________

P.S. I love your Chanukah song.
The middle school mathematics curriculum is designed to develop deep understanding of foundational math ideas. In order to allow time for such understanding, each grade level focuses on concepts and skills related to four focal points. The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics. In grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) an understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Through this study, students will also develop behaviors of proficient mathematicians. They will learn how to justify their thinking, reason abstractly, use precise language, and notice patterns.

### The Number System

Apply and extend previous understandings of numbers to the system of rational numbers.

1. 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.
2. 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.
   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., \(-(-3) = 3\); 0 is its own opposite).
The Number System (Continued)

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7. Understand ordering and absolute value of rational numbers.
   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.
   c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
   d. Distinguish comparisons of absolute value from statements about order.

8. 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

1. Write and evaluate numerical expressions involving whole-number exponents.

2. Write, read, and evaluate expressions in which letters stand for numbers.
   a. Write expressions that record operations with numbers and with letters standing for numbers.
   b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
   c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

3. Apply the properties of operations to generate equivalent expressions.

4. Identify when two expressions are equivalent.

5. 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.

6. 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.

7. 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.

8. 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.
Solve real-world and mathematical problems involving area, surface area, and volume.

1. 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.

2. 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 $V = l \times w \times h$ and $V = b \times h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. 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.

4. 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.

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

2. 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.

3. 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.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
Traditional laboratory experiences provide opportunities for sixth grade students to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

### Physical Science

#### Forces and Motion
Understand the properties of waves and the wavelike property of energy in earthquakes, light, and sound waves.
1. Compare the properties of waves to the wavelike property of energy in earthquakes, light, and sound.
2. Explain the relationship among visible light, the electromagnetic spectrum, and sight.
3. Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound, and hearing.

#### Matter: Properties and Change
Understand the structure, classifications, and physical properties of matter.
1. Recognize that all matter is made up of atoms, and atoms of the same element are all alike but are different from the atoms of other elements.
2. Explain the effect of heat on the motion of atoms through a description of what happens to particles during a change in phase.
3. Compare the physical properties of pure substances that are independent of the amount of matter present, including density, melting point, boiling point, and solubility to properties that are dependent on the amount of matter present to include volume, mass, and weight.

#### Energy: Conservation and Transfer
Understand characteristics of energy transfer and interactions of matter and energy.
1. Illustrate the transfer of heat energy from warmer objects to cooler ones, using examples of conduction, radiation, and convection and the effects that may result.
2. Explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature.
3. Explain the suitability of materials for use in technological design based on a response to heat (to include conduction, expansion, and contraction) and electrical energy (conductors and insulators).

### Earth Science

#### Earth in the Universe
Understand the Earth/Moon/Sun system and the properties, structures, and predictable motions of celestial bodies in the Universe.
1. Explain how the relative motion and relative position of the Sun, Earth, and Moon affect the seasons, tides, phases of the Moon, and eclipses.
2. Explain why Earth sustains life while other planets do not, based on their properties (including types of surface, atmosphere, and gravitational force) and location to the Sun.
3. Summarize space exploration and the understandings gained from them.

#### Earth: Systems, Structures, and Processes
Understand the structure of the Earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.
1. Summarize the structure of the Earth, including the layers, the mantle, and core, based on the relative position, composition, and density.
2. Explain how crustal plates and ocean basins are formed, move, and interact, using earthquakes, heat flow, and volcanoes to reflect forces within the Earth.
3. Explain how the formation of soil is related to the parent rock type and the environment in which it develops.
4. Conclude that the good health of humans requires monitoring the lithosphere, maintaining soil quality, and stewardship.
SOCIAL STUDIES

Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political, and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort should be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe, and the Americas).

History

Use historical thinking to understand the emergence, expansion, and decline of civilizations, societies and regions over time.

1. Construct charts, graphs, and historical narratives to explain particular events or issues over time.
2. Summarize the literal meaning of historical documents in order to establish context.
3. Use primary and secondary sources to interpret various historical perspectives.

Understand the political, economic, and/or social significance of historical events, issues, individuals and cultural groups.

1. Explain how invasions, conquests, and migrations affected various civilizations, societies, and regions (e.g., Mongol invasion, the Crusades, the peopling of the Americas, and Alexander the Great).
2. Compare historical and contemporary events and issues to understand continuity and change.
3. Explain how innovation and/or technology transformed civilizations, societies, and regions over time (e.g., agricultural technology, weaponry, transportation, and communication).
4. Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne, and Qin Shi Huangdi).

Life Science

Structures and Functions of Living Organisms

Understand the structures, processes, and behaviors of plants that enable them to survive and reproduce.

1. Summarize the basic structures and functions of flowering plants required for survival, reproduction, and defense.
2. Explain the significance of the processes of photosynthesis, respiration, and transpiration to the survival of green plants and other organisms.

Ecosystems

Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.

1. Summarize how energy derived from the Sun is used by plants to produce sugars (photosynthesis) and is transferred within food chains and food webs (terrestrial and aquatic) from producers to consumers to decomposers.
2. Explain how plants respond to external stimuli (including dormancy and forms of tropism) to enhance survival in an environment.
3. Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, Tundra) affect the ability of organisms to grow, survive, and/or create their own food through photosynthesis.
Geography and Environmental Literacy

Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies, and regions over time (i.e., Africa, Asia, Europe, and the Americas).
1. Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies, and regions (e.g., location near rivers and natural barriers, trading practices, and spread of culture).
2. Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease, and trade).
3. Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization, and ethnic make-up).
4. Explain how and why civilizations, societies, and regions have used, modified, and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

Apply the tools of a geographer to understand the emergence, expansion, and decline of civilizations, societies, and regions.
1. Use maps, charts, graphs, geographic data, and available technology tools to draw conclusions about the emergence, expansion, and decline of civilizations, societies, and regions.
2. Construct maps, charts, and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns).

Economics and Financial Literacy

Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies, and regions.
1. Explain how conflict, compromise, and negotiation over the availability of resources (natural, human, and capital) impacted the economic development of various civilizations, societies, and regions (e.g., competition for scarce resources, unequal distribution of wealth, and the emergence of powerful trading networks).
2. Explain how quality of life is impacted by economic choices of civilizations, societies, and regions.

Civics and Governance

Understand the development of government in various civilizations, societies, and regions.
1. Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy, and constitutional monarchy).
2. Summarize the ideas that shaped political thought in various civilizations, societies, and regions (e.g., divine right, equality, liberty, citizen participation, and integration of religious principles).
3. Compare the requirements for (e.g., age, gender, and status) and responsibilities (e.g., paying taxes and military service) of citizenship under various governments.
4. Compare the role (e.g., maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g., need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.
INFORMATION AND TECHNOLOGY

The Information and Technology curriculum prepares students to use computer technology for school, work, and personal use; for accessing and applying information; for problem solving; and for communicating ideas and data. Building on skills learned at the elementary level, middle school students will leave each grade level with a greater, more in-depth ability to utilize the tools of technology not only for research but as avenues of reinforcement for learned concepts.

Sources of Information
Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

1. Analyze resources in terms of their reliability.
2. Analyze content for relevance to the assigned task.
3. Analyze resources for point of view, bias, values, or intent of information.

Technology as a Tool
Use technology and other resources for the purpose of accessing, organizing, and sharing information.

1. Select appropriate technology tools to gather data and information.
2. Select appropriate technology tools to organize data and information.
3. Select appropriate technology tools to present data and information effectively.

Research Process
Apply a research process for collaborative or individual research.

1. Implement a research process collaboratively.
2. Implement a research process independently.

Safety and Ethical Issues
Apply responsible behaviors when using information and technology resources.

1. Apply ethical behavior when using resources.
2. Apply the safety precautions necessary when using online resources.

Culture

Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

1. Analyze how cultural expressions reflected the values of civilizations, societies, and regions (e.g., oral traditions, art, dance, music, literature, and architecture).
2. Explain how religion transformed various societies, civilizations, and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).
3. Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal, and patrilineal societies).
Music

Music is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. The processes of creating, performing, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

Musical Literacy

**Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.**
1. Use steady tone when performing music.
2. Recognize the fundamental techniques necessary to sing and play an instrument.
3. Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music.

**Interpret the sound and symbol systems of music.**
1. Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.
2. Interpret, through instrument and/or voice, standard notation symbols for pitch.
3. Recognize standard notation symbols for music.

**Create music using a variety of sound and notational sources.**
1. Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.
2. Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written.

Musical Response

Understand the interacting elements to respond to music and music performances.

1. Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
2. Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology.
3. Identify criteria for evaluating performances, compositions, and musical ideas, and apply the criteria in personal listening and performing.

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

1. Understand music in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).
2. Understand the relationships between music and concepts from other areas.
3. Understand potential health and wellness issues for musicians.
Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The visual arts program is designed to develop visual literacy by promoting fluency in the various modes of visual communication. Students learn the visual arts by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

Visual Literacy

Use the language of visual arts to communicate effectively.
1. Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.
2. Understand how the Elements of Art can aid in the planning and creation of personal art.
3. Identify artists’ styles.
4. Recognize how artists use the Elements of Art and Principles of Design in creating art.

Apply creative and critical thinking skills to artistic expression.
1. Generate solutions to artistic problems.
2. Use observation skills of the immediate environment to create original imagery.
3. Understand that original imagery is a means of self-expression used to communicate ideas and feelings.

Create art using a variety of tools, media, and processes, safely and appropriately.
1. Use tools and media appropriately to maintain a safe and orderly work space.
2. Create art using a variety of 2-D and 3-D media, including digital.
3. Create art in different media using various techniques and processes.

Contextual Relevancy

Understand the global, historical, societal, and cultural contexts of the visual arts.
1. Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).
2. Analyze art from various historical periods in terms of style, subject matter, and movements.
3. Analyze the effect of geographic location and physical environment on the media and subject matter of art, with an emphasis on South American and European art.

Understand the interdisciplinary connections and life applications of the visual arts.
1. Exemplify how skills and concepts developed in art are part of, and can be applied to, daily life.
2. Understand the connections between art and other disciplines.
3. Understand how collaborative planning is used to create art.
4. Understand the role of art in creating digital images, technological products, and design.

Critical Response

Use critical analysis to generate responses to a variety of prompts.
1. Generate responses to art using personal preferences, prior knowledge, and relationship to self.
2. Use formative, self-evaluation strategies and results to improve the quality of art.
Healthful Living

The Healthful Living curriculum is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.

### Mental and Emotional Health

- **Apply structured thinking (decision making and goal setting) to benefit emotional well-being.**
  1. Implement a structured decision making model to enhance health behaviors.
  2. Execute a goal setting plan to enhance health behaviors.
- **Analyze the potential outcome of positive stress management techniques.**
  1. Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.
  2. Differentiate between positive and negative stress management strategies.
- **Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.**
  1. Interpret failure in terms of its potential for learning and growth.
  2. Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure.

### Personal and Consumer Health

- **Understand wellness, disease prevention, and recognition of symptoms.**
  1. Explain the increase of incidence of disease and mortality over the last decades.
  2. Differentiate between communicable and chronic diseases.
  3. Recall symptoms associated with common communicable and chronic diseases.
  4. Select methods of prevention based on the models of transmission of communicable diseases.
  5. Explain methods of protecting eyes and vision.
  6. Summarize protective measures for ears and hearing.
  7. Summarize the triggers and symptoms for asthmas and strategies for controlling asthma.
- **Analyze health information and products.**
  1. Analyze claims for health products and services.
  2. Evaluate the validity of claims made in advertisements for health products and services.
- **Analyze measures necessary to protect the environment.**
  1. Differentiate between individual behaviors that can harm or help the environment.
  2. Implement plans to work collaboratively to improve the environment.
## Interpersonal Communication and Relationships

**Understand healthy and effective interpersonal communication and relationships.**
1. Classify behaviors as either productive or counterproductive to group functioning.
2. Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.
3. Use strategies to communicate care, consideration, and respect for others.

**Apply Strategies and skills for developing and maintaining healthy relationships.**
1. Explain the impact of early sexual activity outside of marriage on physical, mental, emotional, and social health.
2. Summarize the responsibilities of parenthood.
3. Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.
4. Use resources in the family, school, and community to report sexual harassment and bullying.
5. Summarize strategies for predicting and avoiding conflict.
6. Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.
7. Explain the signs of an abusive relationship and access resources for help.

**Understand the changes that occur during puberty and adolescence.**
1. Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.
2. Summarize the relationship between conception and the menstrual cycle.

## Nutrition and Physical Activity

**Analyze tools such as Dietary Guidelines and Food Facts Label as they relate to the planning of healthy nutrition and fitness.**
1. Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.
2. Evaluate Food Facts label with the advertisement of nutrition choices and allowable claims on food labels.
3. Apply MyPyramid meal-planning guides to ethnic and vegetarian choices.

**Apply strategies to consume a variety of nutrient-dense foods and beverages in moderation.**
1. Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.
2. Differentiate the health effects of beverages which are nutrient dense with those high in sugar and calories.
3. Implement a plan to consume adequate amounts of foods high in fiber.

**Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.**
1. Explain the relationships between food consumption, physical activity, and healthy weight management.
2. Implement a personal wellness plan in nutrition and fitness to enhance quality of life.

## Alcohol, Tobacco, and Other Drugs

**Analyze influences to the use of alcohol, tobacco, and other drugs**
1. Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.
2. Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.

**Understand the health risks associated with alcohol, tobacco, and other drug use.**
1. Explain the immediate social and physical consequences of tobacco use, including spit tobacco.
2. Summarize the short-term and long-term effects of being exposed to secondhand smoke.

**Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.**
1. Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.
2. Summarize the short-term and long-term benefits of resistance to drug abuse.
Physical Education

Motor Skill Development

Apply competent motor skills and movement patterns needed to perform a variety of physical activities.
1. Use some specialized skills that are refined and appropriate for modified game play.
2. Integrate locomotor and manipulative skills with a partner, in small-group, and in small-sided game situations.
3. Explain the importance of practice to improve skill level.
4. Use movement combinations in rhythmic activities.

Movement Concepts

Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.
1. Apply principles of practice and conditioning that enhance movement performance.
2. Explain the mechanics of various skills or sequences of movement to improve performance.
3. Explain when and why to use strategies and tactics within game play.
4. Use information from a variety of sources, both internal and external, to guide and improve personal health.

Health-Related Fitness

Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.
1. Apply strategies that result in the achievement of gender- and age-related standards on approved fitness assessments.
2. Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.
3. Evaluate personal fitness programs in terms of the basic principles of training.

Personal/Social Responsibility

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.
1. Use appropriate strategies to seek greater independence from adults when completing assigned tasks.
2. Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
3. Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.