EAST MAINE
SCHOOL DISTRICT 63

Grade Level Standards

Sixth

Updated July 2017

English Language Arts

Reading Standards for 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 analyze its development over the course of the text; summarize the text. • 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	• Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; 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 establishes and 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, poem, or dram 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 Standards for 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 analyze its development over the course of the text; summarize the text. • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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, 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 formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue. • Delineate 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 (e.g., a memoir written by and a biography on the same person).
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

Grade 6 Standards

Speaking and Listening	

Comprehension and Collaboration	• Engage effectively in a range of collaborative discussions (one-on-one and in groups) 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.
	  ○ With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and 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 graphical, oral, visual or multimodal formats 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.

Writing Standards	

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, 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.

Writing Standards	
	○ 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 a minimum of three pages of writing as well as to interact and collaborate with others.
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., —Delineate 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 Standards	
Conventions	• Observe conventions of 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. • Observe conventions of capitalization, punctuation, and spelling when writing. ○ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ○ Spell correctly.
Effective Language Use	• Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. ○ Vary sentence patterns for meaning, reader/listener interest, and style. ○ Maintain consistency in style and tone.
Vocabulary Acquisition and Usage	• 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.

Language Standards	
	○ 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 vocabulary

Math

Ratios and Proportional Relationships	
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. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* • 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. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (Expectations for unit rates in this grade are limited to non-complex fractions.)* • 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. ○ Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. ○ Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* ○ Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. ○ Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

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. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

The Number System	
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. *For example, express 36 + 8 as 4 (9 + 2).*
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. o 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, and that 0 is its own opposite. o 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. o 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. • Understand ordering and absolute value of rational numbers. o Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* o Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.* o 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. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* o Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.* • 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. o Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* o 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. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*

Expressions and Equations	
	○ 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). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.* • Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* • Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
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. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*

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 $V = l\ w\ h$ and $V = b\ h$ 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. *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.* • 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, such as by: o Reporting the number of observations. o Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. o 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. o 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.

Science and Health

Science
• Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. • Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. • Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. • Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. • Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. • Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. • Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. • Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. • Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. • Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Science
• Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. • Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. • Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. • Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. • Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. • Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. • Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. • Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. • Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Health
• Distinguish the difference between communicable and non-communicable diseases. • Formulate a plan for making the school a safer place. • Explain the basic functions of the reproductive systems. • List choices that have positive or negative influences on health • Describe the rate of growth change during puberty • Explain why each individual is primarily responsible for his or her own decisions regarding the use/misuse or abuse of substances. • Define peer pressure • Describe the process of group decision making.

Social Studies

Inquiry Skills
• Create essential questions to help guide inquiry about a topic • Ask essential and focusing questions that will lead to independent research • Determine sources showing multiple viewpoints while organizing a research plan • Determine credibility of sources based on their origin, authority and context • Identify evidence from multiple sources to support claims, noting limitations • Construct explanations: use reasoning, sequence, examples, strengths and weaknesses • Critique structure and credibility of arguments and explanations (self and others) • Assess individual & collective capacities to take action

Civics
• Describe roles of political, civil and economic organizations in shaping lives • Explain the origins, functions, and structure of government • Compare ways individuals/groups change societies, promote good, protect rights • Analyze ideas- contained in founding documents of the U.S. and other countries • Apply Civic Virtues and Democratic Principles in school and community settings • Analyze purposes, implementation, and consequences of public policies

Geography

- Use mapping and graphing to represent and analyze spatial patterns
- Compare and contrast cultural and environmental characteristics of different places
- Explain how changes in transportation and communication influence connections
- Explain how global changes in population patterns affect changes in land use

Economics and Financial Literacy
• Economic Decision Making, Explain how external benefits and costs influence choices • Exchange and Markets-Describe the roles of institutions in a market economy • Explain barriers to trade and how those barriers influence trade among nations • Financial Literacy-Identify how people choose to buy goods and services • Financial relationships of individuals and institutions investors, investments, income

History
• Change, Continuity, Context-Analyze connections among events and developments • Perspectives-Analyze multiple factors that influenced the perspectives of people • Historical Sources and Evidence-Detect limitations, evidence from different sources • Causation and Argumentation-Compare historical arguments, multiple media

Art

Concepts
• Understand the concepts of tone, and intensity • Draw architectural forms in linear perspective • Apply contour lines, gesture, and sketch • Apply texture to 2D and 3D artwork • Create linear perspective to show depth • Continue to explore patterns found in visual culture • Continue to explore the use of value • Further explore art styles and periods

Production
• Apply expressive use of color to show mood and emotion • Demonstrate use of balance and its variation • Use contrast to create a center of interest • Learn and understand the use of available creative technologies related to current projects when relevant • Continue to learn and understand the safe and responsible use of tools and media related to current projects • Sculpting, painting, and drawing

Engagement and Integration
• Learn and understand careers in the arts related to current projects when relevant • Follows directions • Stays on task • Completes projects

Music

Understands Music Concepts
• Expand repertoire • Recognize different styles of music such as jazz and blues, and recognize periods of music such as Baroque, Classical, Romantic and 20th century music • Compare and contrast music styles and musical performances

Understands Music Concepts
• Identify forms such as AB, ABA, AABA, and rondo • Understand how elements and principles of music, drama, dance and visual arts combine to express ideas • Describe the role of musicians and relationship of music to historical period • Discuss contemporary music styles and composers/performers associated with these styles • Recognize and demonstrate all dynamic markings • Identify accidental notations: flats, sharps, and natural signs. • Recognize and perform syncopated rhythms • Introduce chordal instruments • Identify tempo markings • Identify pitch relationships • Identify SATB voices • Explore career opportunities in music and how music functions in the marketplace • Introduce the grand staff and bass clef • Identify musical genres such as musical theater, opera, and ballet • Recognize textures of music such as homophonic, monophonic, and polyphonic • Recognize 3- and 4-part harmonies • Compare the characteristics of two or more art works that share similar themes

Demonstrates Music Skills
• Sing independently or in small groups with correct pitches and in tempo • Sing with appropriate expression • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique • Sing in 2- and 3-part harmony with appropriate dynamics and breath support and articulation • Improvise unaccompanied melodies and melodies over rhythmic accompaniments in a consistent style • Improvise simple harmonic accompaniments • Compose pieces that demonstrate such elements as unity and variety

Engages in Music Activities
• Follow directions • Stays on task during class • Participates by singing, moving, playing instruments, creating, and listening

Physical Education

Fitness Concepts
• Describe and explain the structure of body systems and how they interrelate • Actively engages in moderate-to-vigorous physical activity during class • Know and apply fitness principles

Movement Concepts and Skills
• Demonstrate physical competency in a variety of motor skills-movement patterns • Identify and perform manipulative skills • Identify and perform non-locomotor skills

Engagement and Sportsmanship
• Is prepared for class (has necessary equipment, shoes tied, etc.) • Demonstrates personal responsibility during group physical activities • Demonstrates cooperative skills during physical activity