Lincolnwood School District 74
Learning Standards
6th Grade

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ENGLISH LANGUAGE ARTS (ELA)

KEY VOCABULARY
Students will define and use the following vocabulary…

adverb	alliteration	characteristic	compare/contrast	conclude	conjunction
elaboration	external conflict	point of view	resolution	run-on sentence	sensory details
sentence fragment	simile	stanza	visualization	self-advocate	

READING

LITERATURE
Key Ideas and Details
Students will be able to...

- 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'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
Students will be able to...

- 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
Students will be able to...

- 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
Students will be able to...

- 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

INFORMATIONAL TEXT
Key Ideas and Details
Students will be able to...

- 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 or anecdotes)

Craft and Structure

Students will be able to...

- 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

Students will be able to...

- 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 (e.g., a memoir written by and a biography on the same person)

Range of Reading and Level of Text Complexity

Students will be able to...

- 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

LANGUAGE ARTS

<u>WRITING</u>

Text Types and Purposes

Students will be able to...

- 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

Students will be able to...

- 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 above.)
- 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

Students will be able to...

- 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

Students will be able to...

- 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

<u>SPEAKING AND LISTENING</u>

Comprehension and Collaboration

Students will be able to...

- 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

Students will be able to...

- 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. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

Students will be able to...

- 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

Students will be able to...

- 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

Students will be able to...

- 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

MATHEMATICS

KEY VOCABULARY

Students will define and use the following vocabulary…

associative property	categorical data	commutative property	coordinate graph	cubed	equation
formula	frequency	mean	median	mode	numerical data
pi	reciprocal	squared	volume	x-axis	y-axis

RATIOS AND PROPORTIONAL RELATIONSHIPS

Students will be able to...

- 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

THE NUMBER SYSTEM

Students will be able to...

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions
- 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
- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values and 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 problems by graphing points in all four quadrants of the coordinate plane

EXPRESSIONS AND EQUATIONS

Students will be able to...

- 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
- 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
- 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

Students will be able to…

- 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

Students will be able to...

- 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
- 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.\
- 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

KEY VOCABULARY

Students will define and use the following vocabulary…

absolute dating	asteroid	atmosphere	Big Bang Theory	comet	controlled experiment	crust
eclipse	electromagnetic	spectrum	epicenter	fault	geologic time scale	global warming
greenhouse effect	index fossil	light year	mantle	meteoroid	Moh's scale	moon phase
nebulae	Pangaea	plate tectonics	qualitative observation	quantitative observation	reflection	refraction
relative dating	relative humidity	Richter scale	Ring of Fire	satellite	weather front	

EARTH'S PLACE IN THE UNIVERSE

Students will be able to...

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system
- Use the evidence available to us to reconstruct Earth's history, dating back 4.6 billion years

EARTH'S SYSTEMS

Students will be able to...

- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process
- Investigate the forces that have caused the Earth's surface to change over time

WEATHER AND CLIMATE

Students will be able to...

- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions
- Identify and analyze the evidence of the factors that have caused the rise in global temperatures over the past century

HUMAN IMPACT

Students will be able to...

- Analyze and interpret data on natural disasters to learn how to forecast future catastrophic events, and mitigate their effects
- Apply scientific principles to design a method for monitoring and minimizing human impact on the environment
- Detect and analyze how increases in human population have affected Earth's natural resources and systems

SOCIAL SCIENCE

KEY VOCABULARY

Students will define and use the following vocabulary…

ancient history	archaeologist	aristocracy	artifact	city-state	civilization
culture	democracy	dictatorship	dynasty	economy	empire
fertile	feudalism	fossil	goods	irrigation	manor
monarchy	monotheism	nomad	oligarchy	patriarchal	philosophy
polytheism	prehistory	republic	scarcity	service	social class

GOVERNMENT

Students will be able to...

- Compare and contrast the different forms and roles of government
- Summarize various types of governments

ECONOMICS

Students will be able to...

- Discuss how civilizations benefit when they exchange goods and services
- Compare different economic systems
- Understand forces that impact trade in ancient time and the global economy

HISTORY

Students will be able to....

- Identify cause and effect relationships in human events
- Describe the impact of migrations of people
- Recognize how individuals and groups have influenced events in history
- Explain the roles men, women, and children have had at different times in history

GEOGRAPHY

Students will be able to...

- Explain how the environment impacts the development of individuals and civilizations
- Interpret maps, flowcharts, and charts
- Understand how people adapt to or change the environment

SOCIAL SYSTEMS

Students will be able to...

- Describe how culture is reflected in art, music, architecture, and literature
- Compare and contrast cultures of different groups of people
- Recognize how individuals and groups have influenced culture

LITERACY

Students will be able to...

- Students will be able to use primary and secondary sources appropriately (Research, Writing, Comprehension/Analysis of Content)

SCIENCE, TECHNOLOGY, ENGINEERING, MATH (STEM)

KEY VOCABULARY

Students will define and use the following vocabulary…

aerodynamics	aileron	airfoil	Bernoulli's Principle	biotechnology	catalyst
center of gravity	constraint	criteria	customary system	decision matrix	design process
drag	elevator	ergonomics	fuselage	isometric sketch	lift
multiview sketch	nanotechnology	perspective sketch	pitch	precision	propulsion
prototype	spoiler	thrust	thumbnail sketch	trajectory	velocity
vertical stabilizer	yaw				

ENGINEERING AND INNOVATION

Students will be able to...

- Demonstrate an ability to identify, formulate, and solve engineering problems.
- Create a physical model or prototype
- Demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints
- Describe and/or analyze moments within a problem-solving process where persistence, iteration, and the positive role of failure played an important role in gaining understanding about a problem

DESIGN PROCESS

Students will be able to...

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution
- 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 the best characteristics that can be combined into a new solution to better meet the success criteria
- Demonstrate sketching and dimensioning in orthographic and isometric projections

21ST CENTURY SKILLS

Students will be able to...

- Collaborate effectively on a diverse and multi-disciplinary team
- Communicate effectively for specific purposes and settings
- Demonstrate respectful behavior toward self, classmates, teacher, and classroom
- Practice perseverance, learning from mistakes, and asking thoughtful questions

SOCIAL AND EMOTIONAL

KEY VOCABULARY

Students will define and use the following vocabulary…

bystander	perspective	problem solving

Students will be able to...

- Recognize personal qualities and external supports
- Demonstrate skills related to achieving personal and academic goals
- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others
- Recognize individual and group similarities and differences
- Consider ethical, safety, and societal factors in making decisions
- Contribute to the well being of one's school and community
- Identify extra-curricular activities available to students
- Identify resources to help progress towards a goal
- Analyze the various points of view expressed on an historical, political or social issue
- Describe the qualities of an effective communicator
- Evaluate ways to include everyone in-group activities
- Identify the need for rules at school, home and in society
- Describe ways of showing respect for your school environment

HEALTH

Students will be able to...

- Participate in Northwest Casa's- Personal Body Safety Program
- Understand the importance of setting health goals and making responsible decisions
- Identify and develop healthy relationships
- Practice healthy communication and conflict resolution
- Value the importance of following the dietary guidelines and healthy eating habits

PHYSICAL EDUCATION

KEY VOCABULARY
Students will define and use the following vocabulary…

agility	arch	body composition	boundary	cardiovascular
cooperation	effort	endurance	flexibility	follow-through
lateral	opposition	respect	sportsmanship	violation

MOTOR SKILLS
Students will be able to...
- Apply skills learned to game situations
- Participate in all skill building sessions and game situations
- Show essential skills (tumbling, vaulting, ring, high bar, and beam skills, serving, passing, hitting, setting, running, jumping, throwing, catching, pitching) in various team and individual sports

PHYSICAL FITNESS
Students will be able to...
- Participate and completes all physical fitness tests and measurements
- Recall key physical fitness concepts and vocabulary
- Explain the importance of lifelong physical activity

COGNITIVE SKILLS
Students will be able to...
- Identify key vocabulary and definitions that are associated with team and individual sports
- Recall key concepts and ideas on written tests after team and individual units
- Recognize basic strategies associated with game play

SPORTSMANSHIP
Students will be able to...
- Participate in partner and group instructional activities
- Understand concept of teamwork to instructional activities and game play
- Mediate amongst peers to resolve conflict effectively during game play or activities
- Show respect for equipment, instructors, and classmates; proper behavior in all P.E facilities (gymnasiums, outdoor fields, locker room)
- Demonstrate the ability to be prepared for class every day

INFORMATION LITERACY

Access information efficiently and effectively to inquire, think critically, and gain knowledge
Students will be able to...
- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Evaluate information critically and competently
Students will be able to...
- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

Students will be able to...

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

Students will be able to...

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

Students will be able to...

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

TECHNOLOGY

KEY VOCABULARY

Students will define and use the following vocabulary…

advanced search	bias	blog	bluetooth	burn	cache
calculation	cell	cyberbullying	ethical	field	file extension
flowchart	formula	group	internet safety	outline	predator
rename	settings	social networking	troubleshooting	validity	wifi

COMMUNICATION AND COLLABORATION

Students will be able to…

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

CREATIVITY AND INNOVATION

Students will be able to…

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Create original works as a means of personal or group expression
- Create multimedia presentation that supports an oral presentation
- Evaluate websites to determine the source and reliability of the information

CRITICAL THINKING
Students will be able to…

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
- Use multiple processes and diverse perspectives to explore alternative solutions

RESEARCH AND INFORMATION FLUENCY
Students will be able to…

- Students apply digital tools to gather, evaluate, and use information.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

TECHNOLOGY OPERATIONS AND CONCEPTS
Students will be able to…

- Troubleshoot systems and applications
- Select and use applications effectively and productively

DIGITAL CITIZENSHIP
Students will be able to…

- Advocate and practice safe, legal, and responsible use of information and technology

EXPRESSIVE ARTS

FOOD SCIENCE

KEY VOCABULARY
Students will define and use the following vocabulary…

food science	foodborne illness	cross-contamination	food safety	bacteria	pasteurization
allergen	histamine	antibody	serving size	unsaturated fats	supplements
nutrition facts panel	trans fats	saturated fats	nutrient dense foods	daily value	calorie
vitamin	mineral	nutrient	diet	portion	poultry
dairy	vegetables	grains			

BASIC CONCEPTS OF NUTRITION
Students will be able to…

- Critique selection of foods to promote a healthy lifestyle
- Analyze nutritional data

FOOD SAFETY AND SANITATION
Students will be able to…

- Identify characteristics of major foodborne pathogens
- Demonstrate practices and procedures ensuring personal and classmate health and hygiene
- Explain a food allergy cascade

FOOD SCIENCE CAREER OPPORTUNITIES
Students will be able to…

- Identify opportunities for employment and entrepreneurial endeavors in the Food Science sector

WORK HABITS
Students will be able to...

- Prepare food for presentation and assessment
- Demonstrate responsible use of materials
- Demonstrate responsible behavior in the lab

GLOBAL PERSPECTIVE

MATERIAL WORLD
Students will be able to...

- Understand comparisons of countries studied with each other and the United States
- Explain important influences that affect a nation's standard of living
- Locate key geographic features with an emphasis on regions studied

VISUAL ART

KEY VOCABULARY
Students will define and use the following vocabulary…

background	figure drawing	foreground	gesture drawing	middle ground	monochromatic
proportion	Renaissance	shade	subject	tint	

APPRECIATION AND ANALYSIS OF ART
Students will be able to....

- Identify elements (color, shape, value, texture, space, and line) and principles (balance, emphasis, pattern, unity, and movement) in work of art
- Infer the effects of Elements & Principles in artwork

ART PRODUCTION
Students will be able to...

- Create a figure drawing with correct proportion
- Create a drawing using basic perspective
- Create a 3D sculpture
- Create a 2-D non-Western traditional artwork
- Use the color wheel to mix secondary, neutrals, tints, and shades

ART HISTORY
Students will be able to...

- Identify and discuss how art is used in traditional cultures, and in our contemporary cultural
- Identify and discuss important artists from an historical period such as the Renaissance

WORK HABITS
Students will be able to...

- Demonstrate good listening skills
- Demonstrate responsible use of materials
- Demonstrate respectful interaction with peers

MUSIC

KEY VOCABULARY
Students will define and use the following vocabulary…

style	genre	jazz	rock & roll	disco	pop
beat	rhythm	tempo	notation	brass	woodwind
strings	percussion	chord	ensemble	soprano	alto
tenor	baritone	tablature	Folk music	composer	composition
polyrhythm	Isicathamiya				

CREATING MUSIC
Students will be able to...
- Compose an original piece demonstrating knowledge of basic musical notation
- Adapt a piece of music according to established guidelines
- Compose a piece using polyrhythms

MUSIC HISTORY
Students will be able to....
- Identify and recall musical artists, styles, and characteristics from the 1940s to present day
- Identify the connection between societal changes and the changes in musical styles

WORLD MUSIC
Students will be able to...
- Identify elements of Russian Folk music and dancing
- Identify instruments, folk, music, and customs of South Africa
- Demonstrate the connection between dance, music, theatre, and culture

MUSICAL PERFORMANCE
Students will be able to...
- Demonstrate ability to move according to a given tempo
- Perform varied repertoire as individuals and in group settings
- Demonstrate correct playing technique on the ukulele
- Perform rhythmic patterns with accuracy

WORK HABITS
Students will be able to...
- Use GarageBand to create a composition
- Use music engraving software to demonstrate knowledge of musical notation