

Sixth Grade

<p>Language Arts:</p> <ul style="list-style-type: none"> to read challenging books, articles, and texts to demonstrate their understanding of the material by citing textual evidence, answering questions and contributing to class discussions to work on their use of language, sentence structure, and organization of ideas to integrate information from different sources and respond to challenging content through written interpretation and analysis 	<p>Science:</p> <ul style="list-style-type: none"> about life and earth and space sciences engineering design, including defining a problem, developing a possible solution, and improving designs to use inquiry techniques and scientific thinking process of observing, communicating, comparing, collecting, relating inferring and applying
<p>Math:</p> <ul style="list-style-type: none"> the concept of rates and ratios, accurately dividing multi-digit whole numbers, and accurately computing all four operations with multi-digit decimals fractions and decimals to understand the concept of rational numbers and write and solve equations when solving multi-step word problems 	<p>Social Studies:</p> <ul style="list-style-type: none"> about the people and events that led to the formation of major Western and non-Western ancient civilizations beginning with an early study of humankind from the Paleolithic era to the agricultural revolutions to explore ancient civilizations such as Mesopotamia, Egypt, Kush, Ancient Greece, India, China, and Rome that each unit of study targets the geographical, economic, cultural, technological, and political structures of each civilization
<p>Technology:</p> <ul style="list-style-type: none"> to demonstrate mastery in the use of spreadsheets, multimedia, and presentation tools and digital citizenship the acceptable uses of technology, copyright, and plagiarism to use technology in other subject areas such as math to create graphs and data displays, and using geometric software to aid in three-dimensional visualization about the difference between being a passive bystander versus a brave bystander in cyberbullying situations 	<p>Physical Education:</p> <ul style="list-style-type: none"> a growing emphasis on skills, participation, and team work standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts
<p>The Arts: Music:</p> <ul style="list-style-type: none"> more demanding scales to identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression to sing, record play and perform 	<p>The Arts: Theater:</p> <ul style="list-style-type: none"> to work toward a full-length production of a play all the elements of acting and production to performs to other organizations and for the parents
<p>The Arts: Dance:</p> <ul style="list-style-type: none"> how the various elements of music (pulse, tempo, rhythm) become more complex to engage in group problem-solving and choreographed solutions to observe and discuss historical dance styles and forms in performance and on film 	<p>The Arts: Visual Arts:</p> <ul style="list-style-type: none"> to develop skills and knowledge about art, powers of observations, perceptual and analytical skills, creativity, technical skills and problem solving abilities to become aware of how visual artists record their culture and reflect history while their artwork remains as unique as the individual human experience