This curriculum guide provides its readers with a summary of grade level curriculum. Our goal is to clearly communicate with the student, parent, and community expectations at each grade level.

**ISY Mission**

*The International School of Yangon is a community of compassionate global citizens.*

**ISY Vision**

*We aim to develop lifelong learners who will be a force for positive change in the world.*

**ISY Beliefs About Learning**

We believe that:

- Students are at the center of all our efforts.
- Cultural diversity enriches us all.
- Learning should be pursued for its own intrinsic value.
- Students learn in different ways.
- All students have the right to live and learn in a safe and nurturing environment.
- Educating the whole person is vital to individual success.
- Education is a shared responsibility of students, family, school, and the wider community.
- We are all responsible for our decisions.
- Challenging expectations promote individual growth and organizational development.
- Creative and critical thinking and cooperative learning are essential.
ISY Expected Schoolwide Learning Results

Embedded in all learning at ISY are the following learning outcomes combined with the IB Learner Profile traits (in parentheses) that all students should know, understand and be able to do upon graduation from ISY.

ISY students will:

Become Global Citizens who . . .

- Are environmentally aware and active (Caring)
- Contribute to the welfare of the world community (Caring)
- Respect the dignity and worth of others (Principled, Open-minded)
- Manifest the virtues of honesty and integrity (Principled)
- Understand and appreciate the values, traditions, and perspectives of others (Open-minded)

Be Successful Communicators who . . .

- Demonstrate the skills of effective collaboration (Communicators)
- Use appropriate technology as a tool to convey ideas (Communicators)
- Write, speak, read and listen with purpose (Communicators)
- Are multi-lingual (Communicators)

Demonstrate Complex Thinking and Creativity by . . .

- Gathering analyzing and processing information from a variety of sources (Thinkers)
- Being effective and creative problem-solvers (Thinkers)
- Being effective decision-makers (Thinkers)
- Pursuing inquiry and curiosity within learning (Inquirers)
- Building a foundation of knowledge and applying understandings to new situations (Knowledgeable)
Become Lifelong Learners who . . .

- Take responsibility for their learning (Reflective)
- Value all types of learning: academic, social, athletic, aesthetic and emotional (Balanced)
- Have the confidence to take on new challenges (Risk-takers)
- Give thoughtful consideration to their own learning (Reflective)

A Standards-Based Curriculum

Academic standards, or learning outcomes, are the foundation of the ISY curriculum, and through standards, teachers identify the skills, knowledge, processes and understandings that are taught and assessed. Instruction is built upon rich scaffolded learning experiences that facilitate student attainment of the standards, and instructional resources are aligned to learning experiences. The ISY adopted standards provide coherent learning progressions beginning in pre-kindergarten continuing through to grade 12, and they communicate to students, parents, teachers, and administrators what students are expected to learn in each subject area and at each grade level.

Classroom assessments at ISY are based on the knowledge, skills, and learning targets derived from the standards. Students are given formative assessments, or assessments for learning, which provide them with valuable feedback. For teachers, formative assessments provide information to help inform instructional decision-making as learning occurs. Students use feedback on formative assessments to improve and revise their work and learning. Summative assessments typically occur at the end of an instructional unit and provide evidence of student achievement for the purpose of making a judgment about student proficiency.

In a standards-based system, behaviors that support learning, such as work habits, effort, responsibility, and attitudes are judged separately so that academic grades are accurate and reflect how a student performs and achieves in relation to the knowledge, skills, and understandings set forward by the standards. Such nonacademic factors are of equal importance to the development, success, and achievement of students and their learning, thus,
performance in these areas of student learning are assessed, tracked, and reported distinctly from academic achievement.

The Grade 6 Program

Provided is general information about each Grade 6 subject area along with subject ‘Essential’ standards. Essential standards are those standards which are taught and assessed with greater depth and focus. While all standards in a given subject are taught, ISY has identified the outcomes that embody the larger concepts, principles, or processes along with the key knowledge and skills that lead to student understanding of essential knowledge. To view the standards in their entirety, please visit the ISY web site.

Mathematics 6

In Mathematics 6, students build mathematical understanding through a strategic sequence of topics designed to develop mastery using hands-on instruction and practice, models, and real world problem solving. This understanding is developed through the pedagogy of the Singapore Math framework, which emphasizes concept mastery, a concrete-pictorial-abstract approach, metacognitive reasoning, and the use of model drawing to solve problems and justify solutions. At this level, students explore ratios and proportional relationships, positive and negative numbers, fraction and decimal computations, the distributive property, functional relationships, expressions and equations, the coordinate plane, the area of polygons, circumference, surface area and volume, and interpreting and analyzing data. A strong emphasis is placed on building a conceptual understanding through challenging problem-solving and skill consolidation.

Mathematical practice standards, integrated into math instruction and assessments, represent ongoing math skills and processes that support the learning of math content. Throughout Mathematics 6, students participate in hands-on learning designed to explore the mathematical world around them.

Mathematics 6 Essential Standards
Expressions, Equations and Geometry

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve mathematical problems involving area, surface area, and volume.

The Number System, Ratios and Proportional Relationships

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Understand ratio concepts and use ratio reasoning to solve problems.

Solving Real-World Problems

- Solve real-world problems involving area, surface area, and volume.
- Analyze proportional relationships and use them to solve real-world problems.
- Solve real-life problems using numerical and algebraic expressions and equations.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Language Arts 6

Students in Language Arts 6 are actively engaged with literature and nonfiction texts via individual and shared reading experiences. They focus on the precise meaning of words, English language conventions, and structural features of informational texts and elements of literature which all support comprehension of what students read, see, and hear. Students read the following core texts in Grade 6 along with an assortment of shorter pieces: Red Scarf Girl, D'Aulaires Book of Greek Myths, The Wright Brothers: How They Invented the Airplane, and White Fang.

In writing, students in Language Arts 6 develop the skills of using evidence from a variety of sources to support their purpose or conclusion. They continue to learn to how to organize their informational and argument writing and to support their ideas with relevant facts and details. Engaging effectively in a range of conversations and presenting ideas to an audience are also part of Language Arts 6. Students continue to learn grade appropriate English conventions, grammar, and vocabulary to apply to all aspects of language arts: reading, writing, listening, and speaking.

Language Arts 6 Essential Standards

Reading: Literature

- 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.
- 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.
- 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.

- 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.
- Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.

Reading: Informational Text

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

Writing

- 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.
  - 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.
o Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
o Use appropriate transitions to clarify the relationships among ideas and concepts.
o Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
o 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.
o Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
o Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero’s journey, quest, or task).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

Speaking & Listening
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.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Science 6

Science 6 is taught in a multidisciplinary format that allows students to investigate topics within all three of the major scientific disciplines (Earth and Space, Physical, and Life Sciences). The topics of study that fall
under the category of *Science Content and Concepts* for grade 6 include: the introduction to science and technology, cells and cell processes, the atmosphere and weather, and chemistry - an introduction to matter. Students’ knowledge and understanding of science content and concepts are applied by engaging in the *Science and Engineering Practices*. Science and Engineering Practices promote the use of scientific understandings to investigate the natural world through the principles of science inquiry and processes and elements of engineering design. Students additionally develop their research and writing skills specific to the content and concepts of science.

Within each unit of study, students learn about science through a variety of hands-on experiments, projects, readings, and investigative processes.

**Science 6 Essential Standards**

*Science Content and Concepts*

**Physical Science**

- 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.

**Life 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.
● Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

● 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.

● 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.

Earth & Space Sciences

● 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.

● Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

● Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Science and Engineering Practices

● Asking questions (for science) and defining problems (for engineering)

● Developing and using models

● Planning and carrying out investigations

● Analyzing and interpreting data

● Using mathematics and computational thinking

● Constructing explanations (for science) and designing solutions
(for engineering)

- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Research and Writing in Science

- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including scientific procedures/ experiments, or technical processes.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 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.

Social Studies 6

Social Studies 6 focuses on the study of the ancient world, introducing students to the beginnings of the human story. As they explore early civilizations such as Early Man, Mesopotamia, Ancient Egypt and The Middle East, India, Greece, Rome and Islam, students discover the mysteries of ancient cultures that continue to influence the modern world. Within the backdrop of the study of ancient civilizations, students engage in learning that balances social studies content and concepts, which provides for a rich understanding of both. Encompassed in all secondary social studies courses is learning based on reflective inquiry, critical thinking, and problem solving placed within the context of making connections to relevant, real world engaging issues. Additionally, students further develop their research and writing skills specific to the
content and concepts of social studies.

Social Studies 6 Essential Standards

**History**

- Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
  - Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.
  - Apply knowledge of the past to explain current events.
- Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
  - Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).

**Geography**

- Students will understand the interactions and relationship between human societies and their physical environment.
  - Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.
  - Describe social effects of environmental changes and crises resulting from natural phenomena.
  - Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
- Students will understand cultural and intellectual developments and interactions among societies.
  - Examine the interaction between people and the environment and understand how people both shape
and are shaped by the environment that they live in.

- Explain behavioral norms and taboos in different cultures.

- Students will understand social systems and structures and how these influence individuals.
  - Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.

**Government and Economics**

- Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.
  - Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve.
  - Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.

- Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
  - Describe economic effects of environmental changes and crises resulting from natural phenomena.

- Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
  - Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).

**Research and Writing in Social Studies**

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- 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.

- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including the narration of historical events.
- 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.

**World Languages**

ISY offers instruction in French or Mandarin designed for students learning an additional language who do not have native fluency in the language. Students are placed in the appropriate world language course based on class assessments and the AAPPL language assessment. New students to ISY are assessed either prior to or upon arrival for optimal placement.

**French/Mandarin 1**

French/Mandarin 1 is designed for students who have little or no experience with the language. This foundational language course emphasizes basic interpersonal communication skills, through reading, writing, and learning about the culture of the target language are also reflected in French/Mandarin 1.

The targets for French/Mandarin 1 are for students to reach the Novice Mid level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the targets will be prepared for the next level.

**French/Mandarin 1 Essential Communication Standards**
Novice Mid Level of Proficiency

*Interpersonal Communication* (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

- Communicates on very familiar topics using a variety of words and phrases that have been practiced and memorized.

*Interpretive Communication* (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):

- Recognizes some familiar spoken words and phrases.
- Recognizes some letters or characters and understand some learned or memorized words and phrases when read.

*Presentational Communication* (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):

- Presents information about one’s self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- Writes lists and memorized phrases on familiar topics.

**French/Mandarin 2**

French/Mandarin 2 is for students who have successfully completed French/Mandarin 1 or who have reached the Novice Mid proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students, in French/Mandarin 2 engage in language learning that continues to develop these three areas of communication through thematic units that expand vocabulary and grammar knowledge and appreciation of the culture of the target language.

The target for French/Mandarin 2 is for students to achieve a solid *Novice High* level of language proficiency in the areas of *Interpersonal, Presentational, and Interpretive Communication*.

Students who successfully meet the target will be prepared for the next
level.

**French/Mandarin 2 Essential Communication Standards**

**Novice High Level of Proficiency**

*Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):*

- Communicates and exchanges information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Usually handles short social interactions in everyday situations by asking and answering simple questions.

*Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):*

- Often understands words, phrases, and simple sentences related to everyday life. Recognizes pieces of information and sometimes understand the main topic of what is being said.
- Understands familiar words, phrases, and sentences within short and simple texts related to everyday life. Sometimes understands the main idea of what has been read.

*Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):*

- Presents basic information on familiar topics using language that has been practiced using phrases and simple sentences.
- Writes short messages and notes on familiar topics related to everyday life.

**French/Mandarin 3**

French/Mandarin 3 is for students who have successfully completed French/Mandarin 2 or who have reached the Novice High proficiency level in the Interpersonal, Presentational, and Interpretive areas of
communication. Students, in French/Mandarin 3 are learning at the Intermediate level characterized by speakers who can participate in simple, direct conversations and can handle communication needed in daily life (survival language). Students continue to develop their oral proficiency while increasing their ability to read and write using an expanded repertoire of vocabulary and grammar knowledge. Appreciation of the target language’s culture continues to be a focus.

The target for French/Mandarin 3 is for students to achieve the Intermediate Low level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the target will be prepared for the next level.

**French/Mandarin 3 Essential Communication Standards**

**Intermediate Low Level of Proficiency**

*Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):*

- Participates in conversations on a number of familiar topics using simple sentences. Handles short social interactions in everyday situations by asking and answering simple questions.

*Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):*

- Understands the main idea in short, simple messages and presentations on familiar topics. Understands the main idea of simple conversations.
- Understands the main idea of short and simple texts when the topic is familiar.

*Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):*

- Presents information on most familiar topics using a series of
simple sentences.
- Writes briefly about most familiar topics and presents information using a series of simple sentences.

**Music 6**

The middle school music program educates students in playing an instrument and performing in a large ensemble. Students learn to perform with sufficient technical skills, which develop over time through effort and experience. Attention is given to the development of characteristic tone and musicality.

The middle school music courses are divided into three proficiency levels: Beginning (Grade 6), Intermediate (Grade 7), and Advanced (Grade 8). Each proficiency level requires consistent practice, an inquiring mind, and a willingness to take personal responsibility within the group. Musical reflection is also an important component of the middle school music program, as music education encourages higher level thinking, and students make and defend their musical judgments. Throughout the school year, students are exposed to different genres of music, as well as music of varying degrees of difficulty.

**Music 6 Essential Standards**

**Beginning Music**

*Perceiving, Knowing, and Creating Music*

- Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.
- Identify the major periods, genres and composers in the development of Western and non-Western music.
- Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.

*Producing and Performing Music*

- Independently or collaboratively, perform with good posture and breath control, a varied repertoire of music representing diverse
cultures with appropriate dynamics and tempo.

- Play an instrument, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
- Improvise, compose and arrange music.
- Respond appropriately to the cues of a conductor.
- Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.
- Attend live performances and demonstrate appropriate audience etiquette.

**Responding to and Reflecting on Music**

- Reflect on a variety of live or recorded music performances.
- Describe ways that music relates to other art forms using appropriate terminology.
- Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.

**Physical Education 6**

The middle school physical education program seeks to develop a positive attitude among students regarding fitness, health, teamwork and the understanding of the importance of physical well-being. In order to achieve these general objectives, a diversified instructional program is offered to include a variety of team and individual activities so that all students at ISY have access to the core PE curriculum.

In Physical Education 6, students are provided with opportunities to improve their physical fitness levels as well as to understand more advanced concepts transitioning from elementary school. Collaboration is an important social skill for this age group, including cooperation with opponents in game settings.

In middle school physical education, students will perform basic motor skills and tactics that are developmentally appropriate in activities that fall under five domains: invasion/territory, net/wall, fielding/striking, target, and individual pursuits. Students will successfully participate in sport demonstrating skills of the game and applying the tactics,
knowledge and concepts of the game.

**Physical Education 6 Essential Standards**

*Proficiency of Motor Skills and Movement*

- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
  - Strike an object consistently using a body part or implement so that it travels in an intended direction and height.
  - Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
  - Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

*Knowledge of Physical Education Concepts*

- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
  - Provide feedback to a partner to assist in the development and improvement of movement skills.
  - Analyze and correct errors in movement patterns.
  - Identify practices and procedures necessary for safe participation in physical activities.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
  - Distinguish between effective and ineffective warm-up and cool-down techniques.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
  - Participate productively in group physical activities.

*Attainment of Physical Fitness*

- Assess and maintain a level of physical fitness to improve health
and performance.
  ○ Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
  ○ Monitor the intensity of one’s heart rate during physical activity.

Health and Wellness 6

Health and Wellness 6, a trimester long course, is designed to help students transition to middle school with confidence and a healthy outlook. In Health and Wellness 6, students gain an understanding of three body systems: skeletal, muscular, and immune systems. An understanding of human growth and development assists students in recognizing the changes that occur during puberty. Further, instruction regarding safety practices at home and school allow students an opportunity to prevent injuries and infections. Social skills are also analyzed and practiced to encourage students to maintain respectful relationships with their peers and to optimally transition into middle school.

Health and Wellness 6 Essential Standards

Wellness

- Describe interrelationships of dimensions of health.
- Differentiate between communicable and non-communicable diseases.
- Explain factors that influence health decisions and behaviors.
- Describe how goals can enhance health.
- Identify physical, social, mental, and emotional changes that occur during puberty.
- Describe the physical, social, mental, and emotional changes that occur during adolescence.

Social and Emotional Health

- Describe factors that can influence self-esteem.
• Understand how to improve one’s self-esteem.
• Summarize characteristics of empathy and compassion.
• Investigate resources for support when dealing with difficult emotions.
• Describe different types of harassment, intimidation, and bullying.
• Analyze harmful effects of harassment, intimidation, and bullying.

**Safety**

• Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety.
• Understand basic first aid skills.
• Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.
• Identify potential dangers of sharing personal information through electronic media.

**Art 6**

Art 6 is a foundational studio art class, a trimester in length, that builds on the skills developed in the elementary art classes. Class studio projects are grounded in basic drawing, painting, and sculptural techniques that include application of design and composition. The creation of art provides the context for students to critically analyze art and reflect upon their own artwork as a form of self-expression. Students also learn how history and culture have influenced art by comparing and contrasting artworks from different cultures and historical periods.

**Art 6 Essential Standards**

**Creating Art**

• Apply visual awareness to the creative process
  ○ Use a variety of media, innovative combinations, and subjects.
• Develop skills and craftsmanship with materials, tools and techniques
  ○ Create works of art that reflect refinement of technique
and confidence in execution

_Perception and Evaluation of Art_

- Using the language of art, students critically analyze, derive meaning from, and evaluate artwork.
- Describe artworks using the language of art.
  - Use the vocabulary of art to describe, explain, and classify the information in works of art

_Making Visual Art Connections_

- Understand how art has shaped and preserved history and culture.
- Understand how history and culture have influenced art.
  - Compare and contrast artworks from different cultures and historical periods
- Make personal connections with visual art
  - Understand how art contributes to self-expression.

_Drama 6_

Drama 6 is a practical and theoretical class, one trimester in length, which introduces students to the subject of theatre. Instruction is based upon the making, performing and evaluating of theatre. The chronology of the course leads from improvisational theatre and on to play production. Through the course, emphasis is placed on stagecraft and the elements of drama to assist students’ acquisition of theatrical craft knowledge. In addition, students learn to appreciate theatre for its historical, cultural, and social significance.

_Drama 6 Essential Standards_

_Creating Drama_

- Experiment with the elements of drama: voice, movement, and stage craft—through improvisational and rehearsal activities
- Develop a performance through a play building process.
  - Improvise and play build through a teacher-led process
- Create and develop a dramatic performance using a range of texts.
  - Enact drama using scripted and unscripted material.

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● Cooperatively produce a dramatic work with an ensemble.
  ○ Structure dramatic work in collaboration with others.

Performing Drama

● Engage an audience through voice, movement and focus.
  ○ Use performance skills to communicate.
● Use space, blocking, proxemics and status to engage an audience.
  ○ Utilize performance spaces appropriate to purpose.
● Use theatre design, styles, forms and conventions to engage an audience.
  ○ Explore and use aspects of theatrical conventions and design to create dramatic meaning.

Appreciating Drama

● Analyze a dramatic performance through the forms and conventions of drama.
  ○ Identify and describe the elements of drama.
● Investigate the social and historical context of drama and theatre.
  ○ Research and recognize the function of drama and theatre in the world by reflecting personal aspects of human experience.
● Reflect on and analyze their own work and the work of others.
  ○ Describe the contribution of individuals in drama using relevant drama terminology.

Intensive Studies 6

Intensive Studies 6 provides specialized instructional support to ensure that students develop the skills which allow them to have full access to a rich curriculum across disciplines. Intensive Studies supports students in the transition years between elementary school and high school, where students move from a single core teacher to increasing personal responsibility for learning. This course also assists students who are identified as benefiting from English as an Additional Language support. Students attend this class during elective or World Languages B (French/Mandarin) time. The aim of Intensive Studies 6 is to help students strengthen foundational reading, writing, and language skills while using the content of the curriculum as the vehicle through which students develop and hone knowledge and skills in the areas of focus.
This is accomplished via collaboration between subject area teachers and the Intensive Studies teacher.

**Intensive Studies 6 Essential Standards**

**Reading: Literature**

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

**Reading: Informational 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.
- 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**

- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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.

Listening and Speaking

- 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.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.