

Sixth Grade

Grade Level Objectives



Kelvin Grove Middle School

Education is our connection to the future.

Mrs. Mary Jo Slingerland, Principal
Mrs. Donna Gray, Superintendent

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The grade level objectives listed in this brochure are aligned with the Illinois State Learning Standards and represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.

Sixth Grade Team

Mrs. Rock-Language Arts	Studies
Mr. Lindstrom-Math/ Science	Mrs. Prieboy-Science/P.E.
Mrs. Van Groningen- Language Arts	Mr. MacFarlane-P.E.
Mrs. Carpenter-Language Arts	Mrs. Wilson-Computer Technology
Mrs. Soulian-Social	

District 91 Mission Statement

We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

A copy of the *Illinois State Learning Standards* can be accessed via the Internet on the Illinois State Board of Education Home Page at <http://www.isbe.state.il.us/ils/> or by contacting the building principal.

Art

Given a select visual image, students will:

- ◆ Identify intermediate and complementary colors.
- ◆ Identify characteristics of color.
- ◆ Understand the quality of line appropriate to an expressive statement.
- ◆ Identify opposite used in discrimination (e.g., dull/bright).
- ◆ Identify unity in the organized placement of line, color, texture and shape.
- ◆ Identify the principles of organization.
- ◆ Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- ◆ Demonstrate drawing techniques of varied line, texture, cross-hatching, and shading.
- ◆ Demonstrate how detail is used to create illusion or depth in a selected work.
- ◆ Demonstrate or understand the different process between one color and multiple color printing.
- ◆ Use hand-building methods to work with clay.
- ◆ Use simple casting methods.
- ◆ Demonstrate ink wash techniques.
- ◆ Demonstrate how to care and clean art tools.
- ◆ Demonstrate how to use art tools safely.
- ◆ Create a work using mixed media.
- ◆ Organize line, shape, color and texture in a visual image to create unity.
- ◆ Use specific lines to create a specific effect (e.g., hard, soft, bold, gentle).
- ◆ Create high and low intensity through color.
- ◆ Identify works of art in their everyday world.
- ◆ Verbally create a story to tell what the picture is about.
- ◆ Recognize what a work of art tells about life in the time that it was created.



Reading/Language Art

- ◆ Apply knowledge of word origins and derivations to comprehend words used in specific content areas.
- ◆ Analyze the meaning of words and phrases in their context..
- ◆ Use information to form, explain and support predictions.
- ◆ Interpret and analyze entire narrative text using story elements, point of view and theme.
- ◆ Preview reading materials, make predictions and related reading to information from other sources.
- ◆ Identify text structure and create a visual representation to use while reading.
- ◆ Continuously check and clarify for understanding.
- ◆ Read age-appropriate material with fluency and accuracy.
- ◆ Compare, contrast and evaluate ideas and information from different sources and genres.
- ◆ Summarize and make generalizations from content and relate to purpose of material.
- ◆ Compare how authors and illustrators use text and art across materials to express their ideas.
- ◆ Interpret tables that display textual information and data in visual formats.
- ◆ Identify and analyze figurative language within classical and contemporary works representing a variety of genres.
- ◆ Identify and analyze dialogue within classical and contemporary works representing a variety of genres.
- ◆ Identify and analyze description within classical and contemporary works representing a variety of genres.
- ◆ Identify and analyze word choice within classical and contemporary works representing a variety of genres.
- ◆ Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature



- ◆ Identify characteristics and authors of various literary forms.
- ◆ Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.
- ◆ Respond to literary material from personal, creative and critical points of view.
- ◆ Compare and contrast literary themes across various societies and eras.
- ◆ Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.
- ◆ Identify and use dependent clauses.
- ◆ Identify and use independent clauses.
- ◆ Identify and use indirect objects.
- ◆ Use commas with interrupting words and phrases.
- ◆ Use commas with appositives.
- ◆ Produce documents that convey a clear understanding and interpretation of ideas and information, displaying focus, organization, elaboration and coherence.
- ◆ Edit and revise using contemporary technology and formats suitable for submission and/or publication.
- ◆ Compose narrative, expository and persuasive writings for a specified audience.
- ◆ Compose poetry for a variety of purposes.
- ◆ Using available technology, produce compositions and multi-media for specified audiences.
- ◆ Demonstrate ways that listening attentively can improve comprehension.
- ◆ Compare a speaker's verbal and nonverbal messages.
- ◆ Restate and carry out multi-step oral instructions.
- ◆ Demonstrate the ability to identify and manage barriers to listening.
- ◆ Deliver planned oral presentations using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- ◆ Design and produce reports and multi-media compositions that represent group projects.

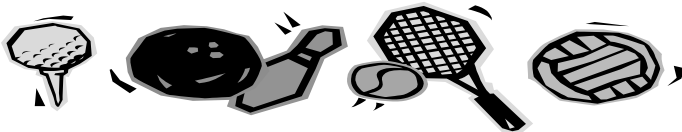
Music

- ◆ Dynamics (e.g., appropriateness, terms & markings, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo).
- ◆ Tempo
- ◆ Music symbols – fermata
- ◆ Meter – recognize changes 2,3,4,6 in notation (e.g., match conducting patterns for different meters with appropriate gestures).
- ◆ Phrase (e.g., like/unlike, short/long, recognize and define).
- ◆ Mode – Major/minor (e.g. explore Pentatonic, whole/half steps).
- ◆ Compare and contrast the elements and principles in two or more art works that share similar themes.
- ◆ Describe the process involved in:
 - ◆ Composing
 - ◆ Conducting
 - ◆ Performing
- ◆ Read and interpret traditional music notation in a variety repertoire.
- ◆ Sing or play with expression and accuracy, a variety of music representing diverse cultures and styles.
- ◆ Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- ◆ Compare and contrast how they arts function in:
 - ◆ Ceremony
 - ◆ Technology
 - ◆ Politics
 - ◆ Communication



Physical Education

- ◆ Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
- ◆ Compare and contrast efficient and inefficient movement patterns.
- ◆ Apply rules and safety procedures in physical activities.
- ◆ Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- ◆ Identify the principles of training frequency, intensity, time and type (FITT).
- ◆ Identify and participate in activities associated with the components of health-related fitness.
- ◆ Monitor intensity of exercise through a variety of methods with and without the use of technology.
- ◆ Evaluate the strengths and weaknesses of a personal fitness profile.
- ◆ Set realistic short-term and long-term goals for a health-related fitness component.
- ◆ Identify opportunities within the community for regular participation in physical activities.
- ◆ Apply the principles of training to the health-related fitness goals.
- ◆ Follow directions and decisions of responsible individuals.
- ◆ Participate in establishing procedures for group physical activities.
- ◆ Remain on task independent of distraction.
- ◆ Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.



- ◆ Develop strategies to manage or overcome communication anxiety and apprehension.
- ◆ Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.
- ◆ Identify appropriate resources to solve problems or answer questions through research.
- ◆ Design a project related to contemporary issues using multiple sources.
- ◆ Paraphrase written information from a variety of sources.
- ◆ Take accurate notes from a variety of sources.
- ◆ Choose and analyze information sources for individual, academic and functional purposes.
- ◆ Identify, evaluate and cite primary sources with a focus on literature cited page (APA format).
- ◆ Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- ◆ Prepare and orally present original work supported by research.
- ◆ Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Math

- ◆ Round whole numbers and decimals to a specific place value.
- ◆ Rename fractions as decimals.
- ◆ Represent fractions, decimals in equivalent forms.
- ◆ Solve practical computation problems involving whole numbers using the basic four operations.
- ◆ Apply primes and factors in solving problems.
- ◆ Identify and apply properties of real numbers including pi.
- ◆ Add, subtract, multiply and divide decimals.
- ◆ Multiply and divide common fractions and mixed numbers with answers in simplest form.
- ◆ Show evidence that computational results using whole numbers are correct and/or that estimates are reasonable.
- ◆ Have a basic knowledge/understanding of ratio and



- ◆ Use common measurements to solve practical problems.
- ◆ Apply the concepts and attributes of length, capacity and weight/mass to practical situations.
- ◆ Measure length, capacity and weight/mass using sophisticated instruments (e.g., compass and protractor).
- ◆ Compute perimeters of polygons, the circumference of circles, and the area of circles, rectangles and triangles.
- ◆ Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.
- ◆ Construct a simple scale drawing for a given situation.
- ◆ Use concrete and graphic models along with appropriate formulas to find perimeters, areas, and volumes of one-dimensional regions.
- ◆ Apply the basic properties of commutative, associative, distributive, transit, inverse, identity, zero, equality and order of operations to solve problems.
- ◆ Solve problems using linear expressions.
- ◆ Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns.
- ◆ Apply the properties of numbers and operations to real world applications.
- ◆ Apply properties of powers.
- ◆ Draw or construct one-dimensional geometric figures including prisms, pyramids, cylinders, and cones.
- ◆ Understand the basic concepts of symmetry and congruency to describe and analyze two- and three-dimensional shapes found in practical settings (e.g., geodesic domes, A-frame house, basketball courts, inclined planes, art forms and blueprints).
- ◆ Identify basic geometric figures and models.
- ◆ Construct, read and interpret tables, graphs and charts to organize and represent material.
- ◆ Compare the mean, median, mode and range, with and without the use of technology.
- ◆ Formulate questions (e.g., relationship between car age and mileage, average income and years of schooling), device and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies.

- ◆ Describe the ways in which institutions meet the needs of society (within respective time period).
- ◆ Explain how social institutions contribute to the development and transmission of culture (within respective time period).
- ◆ Describe how changes in production (e.g. hunting and gathering, agricultural, industrial) and population caused changes in the social systems (within respective time period)

Health

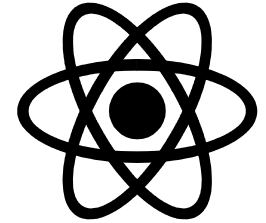


- ◆ Identify and describe ways to reduce health risks common to adolescents.
- ◆ Identify how positive health practices and relevant health care can help reduce health risks.
- ◆ Explain routine safety precautions in practical situations.
- ◆ Identify various careers involved in health promotion, health care and injury prevention.
- ◆ Explain the effects of health-related actions upon body systems.
- ◆ Describe the relationship among physical, mental and social health factors during adolescence.
- ◆ Benefits of proper nutrition.
- ◆ Describe possible causes and consequences of conflict and violence among youth in school and communities.
- ◆ Demonstrate methods for addressing interpersonal differences without harm.
- ◆ Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.
- ◆ Apply a decision-making process to an individual health concern.
- ◆ Apply refusal and negotiation to potentially harmful situations.

- ◆ (within respective time period).
- ◆ (World) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, and slave trading (within respective time period).
- ◆ (World) Identify individuals and their inventions (within respective time period).
- ◆ (World) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus River valleys shaped their environments during the agricultural revolution, c.4000-1000 BCE.
- ◆ (World) Explain how expanded European and Asian contacts affected the environment on both continents, 1000 BCE-1500 CE.
- ◆ Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g. hemispheres, meridians, continents, bodies of water) within respective time period.
- ◆ Explain how to make and use geographic representations to provide and enhance special information including maps, graphs, charts, models, aerial photographs, satellite images.
- ◆ Explain how human activity is affected by geographic factors (within respective time period).
- ◆ Explain how patterns of resources are used throughout the world (within respective time period).
- ◆ Analyze how human processes influence settlement patterns including migration and population growth (within respective time period).
- ◆ Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.
- ◆ Explain how and why special patterns of settlement changed over time (within respective time period).
- ◆ Explain how interactions of geographic factors (within respective time period) have shaped present conditions.
- ◆ Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. ***Will be covered during K-8 multicultural units in April.***

- ◆ Calculate the probability of a simple event.
- ◆ Analyze problem situations (e.g., board games, grading scales) and make predictions about results.

Science



- ◆ Formulate hypotheses that can be tested by collecting data.
- ◆ Conduct scientific experiments that control all but one variable.
- ◆ Collect and record data accurately using consistent measuring and recording techniques and media.
- ◆ Explain the existence of unexpected results in a data set.
- ◆ Use data manipulation tools and quantitative and representational methods to analyze measurements.
- ◆ Interpret and represent results of analysis to produce findings.
- ◆ Report and display the process and results of a scientific investigation.
- ◆ Identify an actual design problem and establish criteria for determining the success of a solution.
- ◆ Sketch, propose, and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.
- ◆ Select the most appropriate design and build a prototype or simulation.
- ◆ Test the prototype using available materials, instruments, and technology and record the data.
- ◆ Evaluate the test results based on established criteria, note sources of error and recommend improvements.
- ◆ Using available technology, report the relative success of the design based on the test results and criteria.
- ◆ Explain interactions of energy with matter including changes of state and conservation of mass and energy.

- ◆ Explain and demonstrate how forces affect motion.
- ◆ Explain the factors that affect the gravitational forces on objects.
- ◆ Evaluate the biodegradability of renewable and non-renewable natural resources.
- ◆ Identify and reduce potential hazards in science activities.
- ◆ Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
- ◆ Explain what is similar and different about observational and experimental investigations.
- ◆ Identify and explain ways that scientific knowledge and economics drive technological developments.
- ◆ Identify important contributions to science and technology that have been made by individuals and groups from various cultures.
- ◆ Describe how occupations use scientific technological knowledge and skills.
- ◆ Apply classroom-developed criteria to determine the effects of policies on local science and technology issues.

Social Studies

World History Mesopotamia - Renaissance



Read historical stories and determine events, which influenced their writing (within respective time period). Integrated w/ Language Arts Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present (within respective time period). Ask questions and seek answers by collecting and analyzing data from historical documents, images and other literary and nonliterary sources (within respective time period). Describe how historians use models for organizing historical interpretation (within respective time period). Make inferences about historical events and eras using

historical maps and other historical sources (within respective time period).

- ◆ (World) Describe the historical developments on monarchies, oligarchies and city-states in ancient civilizations.
- ◆ (World) Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic Magna Carta and Common Law, the Enlightenment).
- ◆ (World) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500BCE and 500CE.
- ◆ (World) Identify causes and effects of the decline of the Roman Empire and other major world political events (e.g. rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana between 500CE and 1500CE).
- ◆ (World) Identify causes and effects of European feudalism and the emergence of nation states between 500CE and 1500CE.
- ◆ (World) Describe the economic consequences of the first agricultural revolution, 4000 BCE – 1000 BCE.
- ◆ (World) Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000BCE-500CE.
- ◆ (World) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of capitalism, and the information/communication revolution (within respective time period).
- ◆ (World) Describe major economic trends including long-distance trade, commercialization, urbanization, and technological and scientific progress from c. 1000 to 1500 CE.
- ◆ (World) Describe the impact of technology (e.g. weaponry, transportation, etc.) in different parts of the world (within respective time period).
- ◆ (World) Describe various roles of men, women and children in the family, at work, and in the community