



COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

2009-10 LEARNER STATEMENTS GRADE 6

The District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the introduction and practice done in prior grade levels, nor the continued practice for reinforcement in subsequent grade levels.

Uses for the Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.



LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

STATE STANDARDS

- A. Apply word analysis and vocabulary skills to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use strategies to define and extend understanding of word meaning (e.g., note vocabulary and extend ideas beyond text, interpret figurative language, distinguish shades of meaning)
- 2.A. Use knowledge of word origins and derivations to determine the meaning of unfamiliar words (e.g., content specific words, such as mathematical, scientific, political, or literary terms)
- 3.A. Use a variety of strategies to recognize new words
- 4.A. Use glossary, dictionary, and thesaurus to clarify and extend word meaning
- 5.B. Preview reading materials, make predictions, and relate reading to information from other sources
- 6.B. Read aloud instructional-level material fluently (rate, rhythm, accuracy, and flow)
- 7.B. Set, monitor, and accomplish quantitative (books per month) and qualitative (fiction, nonfiction) reading goals

- 8.C. Use cognitive strategies to understand a variety of literary and informational texts (e.g., activate and build schema, question, infer, create visual and sensory images, determine important ideas and themes, synthesize, utilize fix-up strategies)
- 9.C. Use information organizing strategies (e.g., visual representations, outlines, notes, summaries, drawings)
- 10.C. Use information to form, explain, and support questions and predictions
- 11.C. Compare, contrast, and evaluate ideas and information from various sources and genres (e.g., textbooks, biographical sketches, letters, diaries, news stories, classic and contemporary fiction)
- 12.C. Interpret tables that display textual information and data in visual formats

STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS.

STATE STANDARDS

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand rising action, climax, and falling action in a story
- 2.A. Understand first- and third-person point of view
- 3.A. Understand how plot and character (e.g., character traits, motivations, changes, stereotypes) are developed in literary texts
- 4.B. Understand the relationship between the structure and purpose of a text (e.g., expository to inform, narrative to entertain)
- 5.B. Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives
- 6.B. Read and respond to a variety of classic and contemporary literary texts (e.g., realistic fiction, fantasy, historical fiction, biography, nonfiction, poetry)

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

STATE STANDARDS

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use complete sentences and effective paragraphs in writing
- 2.A. Use rules of capitalization in writing (e.g., capitalize titles such as names of books, stories, magazines, and newspapers)
- 3.A. Use rules of punctuation in writing (e.g., use commas after introductory phrases; use colons in formal letter salutations)
- 4.A. Use a variety of nouns, verbs, and adverbs in writing
- 5.A. Know common errors in usage (e.g., noun-verb agreement, proper form of pronouns, use of double negatives, run-ons, fragments)
- 6.B. Use transition words and phrases to connect ideas
- 7.B. Use a variety of prewriting strategies to generate and organize ideas (e.g., make outlines, use published pieces as writing models, brainstorm)

- 8.B. Use strategies to draft, revise, and edit writing (e.g., use an organizational scheme; rethink and rewrite for different audiences and purposes; select vocabulary and information that enhance the central idea, tone, and voice; analyze and clarify meaning; check for errors in language and grammar)
- 9.B. Produce writing that conveys a clear understanding of ideas and information and display focus, organization, elaboration, and coherence
- 10.B. Identify strengths and weaknesses in own writing
- 11.C. Use narrative, informative, and persuasive writings (e.g., journals, letters, editorials, reviews, poems, narratives, reports, instructions, descriptions) appropriate to a specified audience and purpose

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

STATE STANDARDS

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand ways in which language differs across a variety of social situations (e.g., formal and informal contexts)
- 2.A. Restate and carry out multistep oral instructions
- 3.A. Summarize and paraphrase formal and informal spoken messages
- 4.A. Listen for specific purposes
- 5.A. Understand strategies used by speakers in oral presentations (e.g., persuasive techniques, the use of fact and opinion)
- 6.B. Serve in a variety of roles during small group discussions (e.g., discussion leader, active listener, contributor, facilitator)
- 7.B. Speak for a specific purpose using correct grammar (e.g., narrative presentations, informative presentations, oral responses to literature, persuasive presentations)

STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE INFORMATION.

STATE STANDARDS

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use multiple representations of information (e.g., maps, charts, photos) to find information for research topics
- 2.A. Use a range of texts to gather information for research projects (e.g., encyclopedias, trade books, magazines, journals, electronic media, newspapers, almanacs, globes)
- 3.A. Select resources according to the task to be performed (e.g., atlas, map, dictionary, encyclopedia, brochure)
- 4.B. Understand the point of view in persuasive text
- 5.C. Use information from a variety of texts to prove a point
- 6.C. Synthesize information from a variety of sources

STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

STATE STANDARDS

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Read, write, recognize, and model equivalent representations of whole numbers and their place values.
- 2.A. Read, write, recognize, model, and interpret numerical expressions from a given description or situation.
- 3.A. Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.
- 4.A. Recognize, translate between, and apply multiple representations of decimals, fractions, percents (less than 100%), and mixed numbers (halves, quarters, fifths, and tenths).
- 5.A. Read, write, recognize, and model equivalent representations of decimals and their place values through thousandths.
- 6.A. Represent repeated factors using exponents.
- 7.A. Order and compare whole numbers.
- 8.A. Order and compare decimals through thousandths.
- 9.A. Order and compare fractions and mixed numbers having like or unlike denominators.
- 10.A. Identify and locate decimals, fractions, and mixed numbers on a number line.
- 11.A. Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers, primes).
- 12.B,C. Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers (and know basic multiplication facts up to 12×12).
- 13.B,C. Solve problems and number sentences involving addition, subtraction, and multiplication of decimals.
- 14.B,C. Solve problems involving addition and subtraction of fractions and mixed numbers, and express answers in simplest form.
- 15.B,C. Identify and apply order of operations to simplify numeric expressions involving whole numbers.
- 16.B,C. Solve problems involving the commutative, distributive, and associative properties of operations on whole numbers [e.g., $(5 \times 7) \times 2 = 5 \times (7 \times 2)$].
- 17.B,C. Make estimates appropriate to a given situation, and analyze what effect the estimation method used has on the accuracy of results.
- 18.D. Identify and express ratios using appropriate notation (i.e., a/b , a to b , $a:b$), identify equivalent ratios, and explain ratios that represent a given situation.
- 19.D. Solve problems involving proportional relationships, including unit pricing (e.g., seven apples cost \$1.40, so nine apples cost \$1.80).
- 20.D. Read, write, recognize, and model percents from 0% to 100%.

21.D. Solve number sentences and problems involving percents.

STATE GOAL 7: ESTIMATE, MAKE, AND USE MEASUREMENTS OF OBJECTS, QUANTITIES, AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

STATE STANDARDS

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments, and formulas to solve problems, interpret results and communicate findings.

DISTRICT 15 LEARNER STATEMENTS

- 1.A-C. Select and use appropriate standard units and tools to measure length, mass/weight, capacity, and angles.
- 2.A-C. Solve problems involving the perimeter and area of a triangle, parallelogram, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).
- 3.A-C. Compare and estimate length (including perimeter), area, volume, weight/mass, and angles (0o to 180o) using referents.
- 4.A-C. Determine the volume of a right rectangular prism using an appropriate formula or strategy.
- 5.A-C. Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass, including compound units (e.g., 5ft 5in, 2lbs 2oz).
- 6.A-C. Solve problems involving scale drawings and maps.

STATE GOAL 8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS, AND PREDICT RESULTS.

STATE STANDARDS

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.
- D. Use algebraic concepts and procedures to represent and solve problems.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Determine a missing term in a sequence, extend a sequence, and construct and identify a rule that can generate the terms of a given sequence (e.g., 3, 6, 9, . . . is explained by the rule $3n$, for $n \geq 1$).
- 2.A. Write an expression using variables to represent unknown quantities.
- 3.A. Evaluate algebraic expressions with up to two whole number variable values (e.g., evaluate $3m+n+3$ when $m=4$ and $n=2$).
- 4.B. Determine a rule having two operations from an input-output table (e.g., multiply by 3 and add 2).
- 5.B. Select a table of values that satisfies a linear equation, and recognize the ordered pairs on a rectangular coordinate system.
- 6.B. Translate between different representations (table, written, or pictorial) of whole number relationships.
- 7.B. Identify graphs of inequalities on a number line.
- 8.C,D. Represent problems with equations and inequalities.
- 9.C,D. Solve for the unknown in an equation with one operation (e.g., $8x = 24$, $m \div 2 = 25$).
- 10.C,D. Solve word problems involving unknown quantities.

STATE GOAL 9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE, AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES, AND SPACE.

STATE STANDARDS

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Classify, describe, and sketch regular and irregular two-dimensional shapes according to the number of sides, length of sides, number of vertices, and interior angles.
- 2.A. Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
- 3.A. Solve problems using properties of triangles and quadrilaterals (e.g., sum of interior angles of a quadrilateral is 360°).
- 4.A. Identify, describe, and sketch circles, including radius, diameter, and chord.
- 5.A. Graph, locate, identify points, describe paths, and plot figures using ordered pairs (first quadrant).
- 6.A. Identify, describe, and predict results of reflections, translations, and rotations of two-dimensional shapes.
- 7.A. Identify and sketch parallel, perpendicular, and intersecting lines.
- 8.A. Identify and sketch acute, right, and obtuse angles.
- 9.B. Identify a three-dimensional object from its net.
- 10.B. Recognize which attributes (such as shape, perimeter, and area) change or don't change when plane figures are composed, decomposed or rearranged.
- 11.B. Identify congruent and similar figures by visual inspection.
- 12.B. Determine if figures are similar, and identify relationships between corresponding parts of similar figures.
- 13.B. Determine the distance between two points on a horizontal or vertical number line.

STATE GOAL 10: COLLECT, ORGANIZE, AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

STATE STANDARDS

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather and analyze data, and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

DISTRICT 15 LEARNER STATEMENTS

- 1.A,B. Read, interpret, and make predictions from data represented in a bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
- 2.A,B. Compare different representations of the same data.
- 3.A,B. Create a bar graph, chart/table, line graph, or circle graph with common referents ($\frac{1}{4}$, 50%, .75) for a given set of data.
- 4.A,B. Determine the mode, range, median, and mean, given a set of data or a graph.

- 5.C. Solve problems involving the probability of a simple event, including representing the probability as a fraction, decimal, or percent.
- 6.C. Apply the fundamental counting principle in a simple problem (e.g., How many different 3-digit numbers can be made with the digits 1, 2, and 2?).

SCIENCE

STATE GOAL 11: UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.

STATE STANDARDS

- A. Know and apply the concepts, principles, and processes of scientific inquiry.
- B. Know and apply the concepts, principles, and processes of technological design.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Follow procedures related to formulating a hypothesis, observing, control variables, conducting an experiment, and drawing a conclusion based on observation
- 2.A. Distinguish among and answer questions about observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, and organizing and comparing data.
- 3.A. Understand how to collect, record, report, and analyze data as well as display results
- 4.A. Define and identify constant and variable in experiments.
- 5.A. Understand the concept of control group
- 6.A. Understand and define a theory related to a scientific experiment
- 7.A. Analyze patterns in data from an experiment to determine whether the information gathered helps to answer a given question or hypothesis
- 8.B. Identify a design problem and establish criteria for determining the success of a solution
- 9.B. Compare design solutions and determine which one is best given certain restrictions
- 10.B. Given certain tests which could be performed on a prototype, identify which one is testing for a given feature
- 11.B. Identify improvements to a prototype indicated by given results

STATE GOAL 12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL, AND EARTH/SPACE SCIENCES.

STATE STANDARDS

- A. Know and apply concepts that explain how living things function, adapt, and change.
- B. Know and apply concepts that describe how living things interact with each other and with their environment.
- C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
- D. Know and apply concepts that describe force and motion and the principles that explain them.
- E. Know and apply concepts that describe the features and processes of the Earth and its resources.
- F. Know and apply the concepts that explain the composition and structure of the universe and Earth's place in it.

DISTRICT 15 LEARNER STATEMENTS

- 1.C. Understand physical and chemical changes in matter
- 2.C. Define and distinguish the properties of matter: mass, weight, volume, density, color, odor, shape, texture, and hardness
- 3.C. Know that substances can be grouped by similarities in their physical properties
- 4.C. Understand what an atom is, that matter is made up of atoms, and that a molecule is made of two or more atoms
- 5.C. Know that the mass of a material remains constant whether it is together, in parts, or in a different state
- 6.C. Define element and understand the importance of the periodic table for classifying and grouping elements according to similar properties
- 7.C. Understand that during a chemical change atoms are neither created nor destroyed but are rearranged to make new substances
- 8.C. Identify simple compounds (H₂O), (NaCl)
- 9.E. Understand the theory of plate tectonics
- 10.E. Understand that land forms are the result of a combination of constructive (crustal deformation, volcanic eruption, deposition of sediment) and destructive forces (weathering and erosion)
- 11.E. Understand that soil consists of weathered rocks and decomposed organic material, and are often found in layers, with each having a different chemical composition and texture.
- 12.E. Understand the composition of the crust of the earth and the principle of superposition
- 13.F. Know the positions of the earth, moon, and sun in relation to the seasons, lunar or solar eclipse and moon phases
- 14.F. Understand the general concepts related to gravitational force
- 15.F. Know how the regular and predictable motions of the sun and moon explain phenomena on earth (tides, eclipses, shadows)

STATE GOAL 13: UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.

STATE STANDARDS

- A. Know and apply the accepted practices of science.
- B. Know and apply concepts that describe the interaction between science, technology, and society.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Work to ensure a safe environment following safety procedures at all times
- 2.A. Explain how peer review helps to assure the accurate use of data and improves the scientific process.
- 3.A. Indicate that repeatability of results is necessary for the scientific community to accept someone's findings
- 4.A. Understand how to follow procedures relating to scientific investigations
- 5.A. Understand that the scientific community has a standard procedure for determining nomenclature, units of measurement, and ways of presenting data
- 6.B. Understand that the introduction of a new technology can affect human activities worldwide
- 7.B. Describe how occupations use scientific and technological knowledge and skills
- 8.B. Compare the knowledge, skills, and methods of early and modern scientists

SOCIAL SCIENCE

STATE GOAL 14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

STATE STANDARDS

- A. Understand and explain basic principles of the United States government.
- B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- C. Understand election processes and responsibilities of citizens.
- D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- E. Understand United States foreign policy as it relates to other nations and international issues.
- F. Understand the development of United States political ideas and traditions.

DISTRICT 15 LEARNER STATEMENTS

- 1.F. Know that civic life, politics, and government were present in early civilizations
- 2.F. Know the laws that governed early civilizations (e.g., Hammurabi's Code, Ten Commandments)
- 3.F. Know the fundamental concepts of American government that began in ancient civilizations (e.g., republic, representative, senate, veto)

STATE GOAL 15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

STATE STANDARDS

- A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.
- B. Understand that scarcity necessitates choices by consumers.
- C. Understand that scarcity necessitates choices by producers.
- D. Understand trade as an exchange of goods or services.
- E. Understand the impact of government policies and decisions on production and consumption in the economy.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand the role of science and technology in the development of ancient world economies
- 2.D. Understand the role of trade, imports, and exports in developing and maintaining ancient world economies
- 3.E. Understand the role that ancient governments played in shaping and influencing the economies of that time

STATE GOAL 16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS, AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES, AND OTHER NATIONS.

STATE STANDARDS

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- C. Understand the development of economic systems.
- D. Understand Illinois, United States, and world social history.

- E. Understand Illinois, United States, and world environmental history.

DISTRICT 15 LEARNER STATEMENTS

- 1.B. Know the major social, political, and cultural characteristics of ancient civilization (e.g., democratic government, class structures, art, architecture, literature, and development of nation-states in Europe)
- 2.B. Understand the historical development of monarchies, oligarchies, and city-states in ancient civilizations
- 3.B. Know how the major world events that occurred in the non-Western world differed from those in Greece and Rome (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana)
- 4.D. Know ways in which the social roles of men, women, children, and families were similar and different among ancient civilizations
- 5.E. Understand the social and cultural characteristics of hunter-gather communities during the "Stone Age" (e.g., similarities and differences between communities in Africa, Eurasia, and the Americas)
- 6.E. Understand how expanded European and Asian contact from 1000 BCE – 1500 CE affected the environment of both continents
- 7.E. Understand how the natural environments of the Tigris-Euphrates, Nile, and Indus River Valleys influenced and supported the early development of civilization

STATE GOAL 17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

STATE STANDARDS

- A. Locate, describe, and explain places, regions, and features on the Earth.
- B. Analyze and explain characteristics and interactions of the Earth's physical systems.
- C. Understand relationships between geographic factors and society.
- D. Understand the historical significance of geography.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know how people use geographical markers and boundaries to analyze and navigate the earth (e.g., hemispheres, meridians, continents, bodies of water)
- 2.A. Use longitude and latitude to locate ancient civilizations on a map
- 3.D. Know the impact of geography on the development and settlement patterns of ancient civilizations (e.g., proximity to fertile flood plains, trading routes, major ports, economic centers)
- 4.D. Understand the relationships among location of resources, population distribution, and economic activities (e.g., transportation, trade, communications) of ancient civilizations
- 5.D. Know the natural resources of ancient civilizations and their relative significance to the people of that time

STATE GOAL 18: UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

STATE STANDARDS

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know how the culture of ancient civilizations was expressed through literature, art, music, and architecture

- 2.A. Understand how short stories, novels, and music illustrate the cultural differences and conflicts in the ancient world
- 3.C. Understand the relationship between different cultural perspectives and an individual's social role will influence the development of a social system

PHYSICAL DEVELOPMENT

STATE GOAL 19: ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.

STATE STANDARDS

- A. Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Demonstrate knowledge of basic skills in four team sports and two individual sports
- 2.C. Demonstrate competency in strategy, rules, and skills of four team sports and two individual sports
- 3.C. Demonstrate safety procedures appropriate to level

STATE GOAL 20: ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

STATE STANDARDS

- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Demonstrate the ability to sustain rhythmic aerobic activity for 15 minutes
- 2.A. Identify exercises related to different areas of health-related fitness
- 3.B. Demonstrate competency in finding resting and working heart rate, and calculate target or training heart rate
- 4.C. Participate in physical fitness testing twice a year and score in the acceptable range

STATE GOAL 21: DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.

STATE STANDARDS

- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

DISTRICT 15 LEARNER STATEMENTS

- 1.B. Demonstrate competency in teamwork, cooperation, and sportsmanship through game play

HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

STATE STANDARDS

- A. Explain the basic principles of health promotion, illness prevention, and safety.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know different positive and negative dietary and exercise habits
- 2.A. Know basic first-aid and emergency procedures
- 3.B. Know that individuals and groups assume roles (role model, mentor, authority, peer) that can affect individual and community health-related decisions
- 4.A. Know principles of food safety associated with food storage and preparation (washing hands before preparing food, techniques to rid meat of bacteria)

STATE GOAL 23: UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

STATE STANDARDS

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- B. Explain the effects of health-related actions on the body systems.
- C. Describe the factors that affect growth and development.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know structure and correct names of male and female reproductive organs
- 2.C. Understand the interrelatedness of physical, social, and mental factors, especially during preadolescence
- 3.A. Know that nutrients and hormones affect behavior of organs and systems

STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

STATE STANDARDS

- A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know potential causes for conflict and violence in schools, families, and communities
- 2.A. Know methods of addressing interpersonal differences and conflicts without violence
- 3.A. Know healthy ways to express emotions, such as grief and love
- 4.C. Understand that peers can help each other avoid and cope with potentially dangerous situations
- 5.B. Understand the effects that advertising, media, and peer pressure have on decision-making

FINE ARTS

STATE GOAL 25: KNOW THE LANGUAGE OF THE ARTS.

STATE STANDARDS

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

DISTRICT 15 LEARNER STATEMENTS

MUSIC (COMPREHENSIVE)

None

VISUAL ART

- 1.A. Recognize how combinations of artistic elements and principles communicate messages or ideas
- 2.A. Understand the elements of value and form in visual art
- 3.B. Reflect upon the characteristic merits of one's own art work and the work of others

STATE GOAL 26: THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.

STATE STANDARDS

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

DISTRICT 15 LEARNER STATEMENTS

MUSIC (COMPREHENSIVE)

- 1.B. Sing in unison 2-part and 3-part songs in tune in major and minor keys
- 2.A. Know the notes of the grand staff
- 3.B. Compose a short musical selection using known concepts
- 4.B. Experience world music through performance and listening

VISUAL ART

- 1.A. Recognize photography as a tool and a process of visual art
- 2.A. Identify, compare, and contrast the results of using different art media
- 3.B. Problem solve to select appropriate tools and media to create specific effects in a work of art

STATE GOAL 27: UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.

STATE STANDARDS

- A. Analyze how the arts function in history, society, and everyday life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

DISTRICT 15 LEARNER STATEMENTS

MUSIC (COMPREHENSIVE)

- 1.B. Know the music and lives of famous composers
- 2.B. Experience world music through performance and listening

VISUAL ART

- 1.A. Understand the relationship between visual art and various environments
- 2.A. Identify careers in visual art and how it contributes to the world or work
- 3.B. Recognize how contemporary and/or historical artists have shaped and/or reflected their culture

TECHNOLOGY

STATE GOAL: NONE

STATE STANDARDS

None

DISTRICT 15 LEARNER STATEMENTS

1. Run multiple programs minimized on the taskbar
2. Use the FIND option to locate files
3. Create a digital video clip
4. Alter a picture or a graphic
5. Create multiple linked HTML documents
6. Create a multimedia presentation incorporating sound, video, and animation
7. Present an original multimedia presentation to an audience
8. Demonstrate keyboard proficiency typing 20 words per minute with 90 percent accuracy