

UNDERSTANDING YOUR CHILD'S REPORT CARD



SY 2020-2021 | 6th Grade | First Nine Weeks

LEARNING GUIDES

What will my child learn?

| English Language Arts | Mathematics | Science | Social Studies |
|---|--|---|--|
| <p>All students should know and/or be able to:</p> <p>Describe how a plot unfolds and how the characters respond as the plot moves towards resolution.</p> <p>Explain how authors develop the point of view of the narrator or speaker.</p> <p>Determine central idea of a text and how it is expressed through details.</p> <p>Summarize the text without personal opinions or judgments.</p> <p>Write narratives to develop real or imagined experiences/events using techniques, details, and sequencing.</p> <p>Use pronouns in the proper case (subjective, objective, and possessive).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>Communicate and work with peers and adults about what they read and write.</p> | <p>All students should know and/or be able to:</p> <p>Find greatest common factor and least common multiple.</p> <p>Add, subtract, multiply, and divide decimals.</p> <p>Divide multi-digit numbers.</p> <p>Divide fractions.</p> <p>Write ratios (a comparison between two quantities) and use them to solve real-world problems.</p> <p>Determine unit rates (for example 25 miles per hour) and use them to solve real-world problems.</p> | <p>All students should know and/or be able to:</p> <p>Determine changes in models of Earth's position in the solar system and origins of the universe as evidence that scientific theories change with the addition of new information.</p> <p>Develop a model to represent the position of the solar system in the Milky Way galaxy and in the known universe.</p> <p>Compare and contrast the planets in our solar system.</p> <p>Explain the interaction of gravity and inertia that controls the motion of objects in the solar system.</p> <p>Compare and contrast comets, asteroids, and meteoroids.</p> <p>Demonstrate the phases of the moon.</p> <p>Explain the cause of solar and lunar eclipses.</p> <p>Relate the tilt of the Earth to the distribution of sunlight throughout the year and its effect on seasons.</p> | <p>All students should know and/or be able to:</p> <p>Analyze the benefits of & barriers to voluntary trade.</p> <p>Describe factors (including presence or absence) that influence economic growth.</p> <p>Compare and contrast various forms of government & citizen participation in government.</p> <p>For Europe: Locate selected features; explain environmental issues; explain impact of location, climate, natural resources, and population distribution; describe selected cultural characteristics; explain conflict & change.</p> <p>Compare and contrast the economic systems in the United Kingdom, Germany, and Russia.</p> |

UNDERSTANDING YOUR STUDENT'S REPORT CARD



SY 2020-2021

Middle School | First Nine Weeks

LEARNING GUIDES

What will my student learn?

Health

Students will:

- Analyzes the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrates the ability to use decision-making skills to enhance health.
- Applies strategies and monitors progress in achieving personal health goal.
- Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrates the ability to influence and support others in making positive health choices.

PE

Students will:

- Demonstrate a variety of motor skills and movement patterns.
- Apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Demonstrate a health-enhancing level of physical activity and fitness.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

World Languages/Spanish I

Students will:

(Conn. Spanish: Semester; Spanish-I Yr. Long)

- Greet, respond to greetings, and say farewells.
- Demonstrate basic geographical knowledge of the target countries.
- Talk about and describe cultural customs and traditions of target countries.
- Use cognates to expand knowledge of the target language.
- Recognize the similarities and differences of English grammar and grammar target language.
- Ask simple questions and provide simple answers in the present tense.
- Understand and communicate in simple oral and written statements learned for specific.
- Compare childhood games, stories, or rhymes to those in the target language and culture.

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What will my student learn?

Performing Arts (Band, Chorus, Orchestra)

Students will:

- Perform/Sing a varied repertoire of music, alone and with others.
- Read and notate music.
- Read and identify elements of notated music.
- Demonstrate an understanding of the relationships between music, other arts and disciplines outside the arts.
- Demonstrate proper warm-up techniques.

Visual Arts

Students will:

- Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice.
- Produce original two-dimensional artworks using a variety of media.
- Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- Organize the elements of art using the principles of design to compose original works.
- Keep an ongoing visual, verbal record to explore and develop works of art.
- Examine and evaluate the presence and meaning of visual art in the community.

CTAE

Students will:

- Communicate effectively through writing, speaking, listening, reading, and interpersonal skills.
- Demonstrate creativity by asking challenging questions.
- Present a professional appearance through appearance, behavior, and language.