

# Applications of Learning

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community. (ISBE, Illinois Learning Standards, 1999)

- **Solving Problems** – Recognize and investigate problems; formulate and propose solutions supported by reason and evidence
- **Communicating** – Express and interpret information and ideas
- **Using Technology** – Use electronic equipment, computers and networks to access information, process ideas and communicate results
- **Working in Teams** – Learn and contribute productively as individuals and as members of groups
- **Making Connections** – Recognize and apply connections of important information and ideas within and among learning areas

## Language Arts

Through the literary elements of fiction, traditional literature, poetry, biography and non-fiction children will experience a wide range of instructional activities in listening, reading, writing, discussing and/or speaking.

### Reading

- Apply word analysis and vocabulary skills for comprehension
- Apply reading strategies to improve fluency
- Comprehend a broad range of reading materials
- Understand how literary elements and techniques are used to convey meaning
- Read and interpret a variety of literary works for different purposes
- Utilize a variety of strategies and references to learn and use new words
- Utilize a variety of reading strategies

### Writing

- Use correct grammar, spelling, punctuation, capitalization and structure
- Compose well-organized and coherent writing for specific purposes and audiences
- Communicate ideas in writing to accomplish a variety of purposes
- Draft, revise, edit and proofread writing

### Listening and Speaking

- Listen effectively in formal and informal situations
- Speak effectively using language appropriate to situation and audience

## Mathematics

- Continue to investigate comparing, ordering, operations with decimals
- Investigate quotients and remainders in problem-solving situations
- Investigate multiplication of mixed numbers and multiplication and division of fractions

- Continue to investigate patterns in multiples and factors in number theory and geometry
- Continue to investigate, construct and draw two-dimensional polygons noting convex and non-convex figures
- Investigate, construct and draw polygons with acute, right and obtuse angles
- Make appropriate conversions among units with the customary system and within the metric system
- Investigate representing data from chance experiments with graphs, tables, fractions, decimals and percentages
- Interpret data presented in graphs, tables, maps, schedules and formulate questions and conjectures

## Science

### Life Science – Units of Living Things

- Cells – basic structure, membrane, nucleus, cell wall, cytoplasm, plant vs. animal
- Osmosis, diffusion
- Simple organisms – protists, moneran, fungi
- Bacteria, virus
- Classification
- Use of microscope

### Physical Science – Work and Machine – Forces and Motion

- Simple and compound machines
- Introduce the following concepts: speed, inertia, types of forces, effects of forces

### Earth and Space Science – Earth and Its Changes

- Earth history
- Earth's interior
- Earth's exterior
- Plate tectonics
- Earthquakes and volcanoes
- Fossil fuels and energy alternatives

### Science as Inquiry – Science Process Skills

Safety, organizing, graphing and interpreting data, measurement skills, observing vs. inferring, lab reports/experimental design, independent and dependent variables, predicting vs. hypothesizing, what is science

### Science, Technology and Society

History of science, science in the new millennium, misrepresentations and misconceptions in science, how science solves problems of society, how technology affects society, current trends in science, using technology in scientific inquiry, models and simulations, limitations of technology, trade-offs, evolution of science and technology, careers in science and/or technology

## Social Studies

- Study early beginnings – early humans – Mesopotamia – Ancient: Egypt, Greece, Rome – Middle Ages / Renaissance
- Introduction to basic beginnings of religions
- Expand on study skills related to the social sciences
- Understand and analyze current events

- Identify and analyze ancient cultural celebrations, ceremonies, customs, traditions
- Compare principles, rights and responsibilities of citizens of different cultures
- Identify and compare world regions, countries of the world
- Exposure to world historical time lines, latitude and longitude, maps of different scales, different kinds of maps, charts, flow charts, schedules

## World Languages

By the end of sixth grade, students will:

- Comprehend main messages of simple oral and audio presentations
- Follow instructions in the target language
- Respond to open-ended questions and initiate communication
- Produce language with improved pronunciation, intonation and inflection
- Use appropriate non-verbal cues
- Demonstrate selected customs, manners and traditions in societies associated with the target language
- Create simple print and/or non-print media messages ( e.g. advertisements, posters, television, radio, brochures, web sites )
- Describe geographical aspects ( e.g. population distribution, natural resources and main economic activities ) of areas where the target language is spoken
- Use the target language to gather and organize data
- Use the target language to describe physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken
- Use the target language to identify and describe occupations unique to the areas where the target language is spoken

## Information Literacy Skills

Under development

## Physical Education/Wellness

Students will have instructional and physical activities in:

- Intermediate organized games
- Rhythmic activities
- Gymnastics and tumbling
- Individual sport skills
- Intermediate dual sports and recreational games
- Intermediate team sports
- Fitness education
- Social/emotional growth

## Health

By the end of sixth grade, students will:

- Compare and contrast the major physical and mental developmental changes occurring during puberty
- Summarize the principles of good nutrition, proper use of drugs, physical and emotional

- health and assess how behavior can influence health maintenance and disease prevention
- Analyze and evaluate problems in consumer and environmental health and safety through application of research skills
- Develop and execute a personal fitness plan, and evaluate their fitness status through the collection and analysis of fitness data
- Demonstrate basic first aid and life saving skills

### General Music

Students will have instructional activities in:

- Interactive listening process involving music perception, cognition, analysis and evaluation resulting in aesthetic awareness
- Personal experiential interaction with music through singing, playing, performing and moving
- Creative composition /arranging for organized sound designed to express feelings
- Spontaneous creation of original music
- Formal /constructive elements of music theory, vocabulary, syntax and symbolic representations of music
- Historical, social and cultural context for musical insight
- Musical performances

### Instrumental Music

Students selecting instrumental music instruction will:

- Identify and perform scales, various rhythm combinations, dotted note combinations and changes in meter and key signature
- Demonstrate understanding of conducting gestures
- Perform in various musical styles
- Improve rehearsal and concert etiquette
- Demonstrate understanding of conducting gestures and how they relate to proper breathing techniques and correct practice techniques
- Discern meters , intervals, basic articulations and phases through listening

### Fine Arts ( to be implemented )

- Recognize, identify and demonstrate an understanding of the sensory elements and organizational principles of design as well as the expressive qualities of the visual arts
- Recognize, identify and demonstrate the basic use of materials and tools in order to understand how works of art are produced
- Create individual works of visual art
- Understand that works of art shape, reflect and play a role in societies, cultures and civilizations

### Home Economics ( Family and Consumer Science )

Consumer Sciences Education equips students with relationship and life skills needed to manage challenges of living in a diverse society across their lifespan. Categories of Family and Consumer Sciences Curriculum include:

- Career, community and family connections
- Consumer and family resources
- Family, social units and interpersonal relationships
- Human development, parenting and child care
- Food, nutrition and wellness
- Housing, fashion and interior design

### Industrial Arts ( Technology Education )

Under development

### Drama

- Understand and use primary and support tools to convey ideas through acting, playwriting and designing a drama or theater activity
- Experience storytelling, improvising and memorizing scripted material needed to create and perform in drama/theater

***“Quality education is best delivered through a partnership of teachers, family and community.”***

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# 6<sup>th</sup> Grade Curriculum

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