**Grade 6 Language Arts Objectives**

**Writing: Text Types and Purposes**

- Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-Literacy.W.6.1 )
    - Introduce claim(s) and organize the reasons and evidence clearly. (CCSS.ELA-Literacy.W.6.1a)
    - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-Literacy.W.6.1b )
    - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS.ELA-Literacy.W.6.1c )
    - Establish and maintain a formal style. (CCSS.ELA-Literacy.W.6.1d )
    - Provide a concluding statement or section that follows from the argument presented. (CCSS.ELA-Literacy.W.6.1e )
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS.ELA-Literacy.W.6.2)
    - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.6.2a )
    - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS.ELA-Literacy.W.6.2b )
    - Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS.ELA-Literacy.W.6.2c )
    - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.6.2d )
    - Establish and maintain a formal style. (CCSS.ELA-Literacy.W.6.2e )
    - Provide a concluding statement or section that follows from the information or explanation presented. (CCSS.ELA-Literacy.W.6.2f )
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-Literacy.W.6.3 )
    - 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. (CCSS.ELA-Literacy.W.6.3a )
    - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS.ELA-Literacy.W.6.3b)
    - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS.ELA-Literacy.W.6.3c )
    - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS.ELA-Literacy.W.6.3d )
    - Provide a conclusion that follows from the narrated experiences or events. (CCSS.ELA-Literacy.W.6.3e )

**Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.6.4 )
- 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. (CCSS.ELA-Literacy.W.6.5 )
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (CCSS.ELA-Literacy.W.6.6 )

**Research to Build and Present Knowledge**

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS.ELA-Literacy.W.6.7 )
- 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. (CCSS.ELA-Literacy.W.6.8 )
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.6.9 )

**Speaking and 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. (CCSS.ELA-Literacy.SL.6.1 )
    - 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. (CCSS.ELA-Literacy.SL.6.1a )
    - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS.ELA-Literacy.SL.6.1b )
    - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS.ELA-Literacy.SL.6.1c)
    - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS.ELA-Literacy.SL.6.1d )
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS.ELA-Literacy.SL.6.2 )
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS.ELA-Literacy.SL.6.3 )

**Presentation of Knowledge and Ideas**

- 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. (CCSS.ELA-Literacy.SL.6.4 )
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS.ELA-Literacy.SL.6.5 )

**Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and use pronouns correctly. (CCSS.ELA-Literacy.L.6.1 )
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.6.2)

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS.ELA-Literacy.L.6.2a )

**Knowledge of Language**

- CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - CCSS.ELA-Literacy.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
  - CCSS.ELA-Literacy.L.6.3b Maintain consistency in style and tone.

**Vocabulary Acquisition and Use**

- 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 (e.g. context clues, root words, reference materials). (CCSS.ELA-Literacy.L.6.4 )
- Demonstrate understanding of figurative language, word relationships, and nuances (e.g. connotations and denotations) in word meanings. (CCSS.ELA-Literacy.L.6.5 )
- 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. (CCSS.ELA-Literacy.L.6.6)

**How Students Learn**

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading, writing, and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses
- Students will complete Extended Constructed Responses
- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.
- Students will discuss, analyze, and perform literary work.
- Students will participate and contribute ideas and analysis in literature circles.

**How Students are Assessed**

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Weekly vocabulary quizzes
- Original writing
- Exams and Quizzes
- Homework completion and accuracy
- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder

**References**

- *Daily Language Review Grade 6*, Evan-Moor
- *Vocabulary Workshop (Level A&B)*, Sadlier-Oxford
- The Winston Grammar Program
- *Spectrum: Writing*, Spectrum
- *English*, McDougal, Littell
- Other various workbooks

**Grade 6 Reading Objectives**

**What Students Learn**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.6.1)
- 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. (CCSS.ELA-Literacy.RL.6.20)
- 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. (CCSS.ELA-Literacy.RL.6.3)
- 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 (CCSS.ELA-Literacy.RL.6.4)
- 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. (CCSS.ELA-Literacy.RL.6.5)
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS.ELA-Literacy.RL.6.7)
- 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. (CCSS.ELA-Literacy.RL.6.9)
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS.ELA-Literacy.RI.6.3)
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS.ELA-Literacy.RI.6.5)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS.ELA-Literacy.RI.6.6)
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS.ELA-Literacy.RI.6.7)
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS.ELA-Literacy.RI.6.8)
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS.ELA-Literacy.RI.6.9)

**How Students Learn**

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses
- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.
- Students will discuss, analyze, and perform literary work.

**How Students are Assessed**

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Original writing
- Exams and Quizzes
- Oral Presentations
- Multi-Media Presentations

- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder

**Resources**

- *Introducing Literature*, MacMillan Literature Series
- *Junior Great Books*, The Great Books Foundation
- *The Giver*, Lois Lowry
- *Hatchet*, Gary Paulsen
- *The Boy at the End of the World*, Van Eekhout
- *Island of the Blue Dolphin*, Scott O'Dell
- *Presenting Reader's Theater: Play and Poems to Read Aloud*, Caroline Feller Bauer
- Poems and dramas TBD

**Grade 6 Science**

**What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS), Next Generation Science Standards (NGSS), No Na Haumana Cultural Standards (NHMO), and the Ho'ala Shared Values (HSV).

Life Sciences

- Support an argument that plants get the materials they need for growth chiefly from air and water. (NGSS-5-LS1-1)
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (NGSS-5-LS2-1)
- Construct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. (MS-LS1-1)
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-2)
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (MS-LS1-3)
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS1-6)
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. (MS-LS1-7)
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1)
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3)
- Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4)
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (MS-LS4-1)

Physical Science

- Develop a model to describe that matter is made of particles too small to be seen. (NGSS-5-PS1-1)
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (NGSS-M5-PS1-2)
- Make observations and measurements to identify materials based on their properties. (NGSS-5-PS1-3)
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (NGSS-5-PS1-4)
- Support an argument that the gravitational force exerted by Earth on objects is directed down. (NGSS-5-PS2-1)
- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (NGSS-5-PS3-1)

Earth Sciences

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. (NGSS-5-ESS1-1)
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (NGSS-5-ESS1-2)
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (NGSS-5-ESS2-1)
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (NGSS-5-ESS2-2)
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (NGSS-5-ESS2-2)

Engineering and Design

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (ME-ETS1-2)
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)

Language Arts

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS-ELA-Literacy.RI.5.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CSS.ELA-Literacy.RI.5.4)
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS.ELA-Literacy.RI.5.7)
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.ELA-Literacy.RI.5.8)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-Literacy.RI.5.9)
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS.ELA-Literacy.W.5.1)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS.ELA-Literacy.W.5.7)
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS.ELA-Literacy.W.5.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.5.9)

Mathematics

- Reason abstractly and quantitatively. (NGSS-MP.2)
- Model with mathematics (NGSS-MP.4)
- Use appropriate tools strategically. (NGSS-MP.5)
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (NGSS-5.NBT.A.1)
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (NGSS-5.NF.B.7)
- Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (NGSS-5.G.A.2)
- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real-world problems. (NGSS-MD.A.1)
- Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (NGSS-MD.C.3)
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (NGSS-MD.C.4)

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, group, teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS-SL.6.1)
- Use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS-SL.6.5)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details (CCSS-SL.6.5)

Technology

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS-SL.5.5)
- Type accurately and efficiently

Organization and Time Management Skills

- Come to class fully prepared with supplies and ready to learn. (HSV - Responsibility)
- Manage time in class effectively and be constructively self-directed (HSV - Responsibility)
- Demonstrate evidence of effective practice, study habits, and work completion. (HSV - Responsibility)
- Adhere to agreements and deadlines, and/or respectfully acknowledge unmet agreements and renegotiate at the earliest opportunity. (HSV - Responsibility)

- Practice effective prioritizing, tracking, and completing tasks effectively. (HSV - Resourceful)

Social and Interpersonal Skills

- Participate supportively and respectfully in a range of collaborative discussions (one-on-one, groups, teacher-led, etc.) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (HSV - Responsibility and Respectfulness)
- Present self as capable and avoid self-limiting behaviors, such as passivity and assumed helplessness. (HSV - Respectful)
- Treat others as capable and empower others by making space for and valuing the input of others. (HSV Respectful)
- Interact with empathy, compassion and consideration. (HSV - Responsive)
- Work collaboratively with others by assuming a fair share of the work and taking on appropriate roles as needed. (HSV - Responsive)
- Pursue knowledge irrespective of peer opinion or norm; have intrinsic motivation. (HSV - Resourceful)
- Effectively implement instruction and input. (HSV - Resourceful)
- Relate to adults in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Relate to peers in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Focus on seeking solutions rather than finding fault. (HSV - Responsive)
- Listen effectively by making an effort to hear and understand others' statements or points of view. (HSV - Responsive)
- Communicate effectively by being willing and able to articulate one's own thoughts or view. (HSV - Responsive)
- Make an effort to reflect, adapt, and grow in response to new ideas by being open-minded (HSV - Responsive)
- Seek additional help when necessary (HSV - Resourceful)
- Experience mistakes as a learning opportunity and work to avoid repetitive errors. (HSV - Resourceful)

**How Students Learn**

- Completion of research- and inquiry-based individual and group projects
- Hands-on activities, lab experiments, and dissections
- Student-directed activities and projects
- Discussion and modeling
- Class discussion and paired sharing
- Completion of homework and classwork
- Participating in learning journeys and informal learning opportunities
- Participating in service activities in the greater community that also offer opportunities for informal learning
- Post-assessment feedback

**How Students Are Assessed**

- Completion and effort exhibited on homework and classwork based on assignment requirements
- Project rubrics
- Activity rubrics
- Reading comprehension and vocabulary quizzes
- Peer and self-evaluations
- Pre- and post-unit assessments

**Resources**

- SRA Real Science - Level 5
- National Geographic Magazine
- TED Talks
- iTunes U and Khan Academy
- Learning Journeys
- Service field excursions
- Guest speakers, teachers, and community educators
- Various movies, videos, and internet-based multimedia
- Teacher prepared handouts and presentations

**6th Ancient Hawaiian History Course Objectives**

**What Students Learn:**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.1

2. 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. CCSS.ELA-Literacy.RI.6.2

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CCSS.ELA-Literacy.RI.6.3

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. CCSS.ELA-Literacy.RI.6.4

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. CCSS.ELA-Literacy.RI.6.5

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.RI.6.6

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CCSS.ELA-Literacy.RI.6.7

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.RI.6.8

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). CCSS.ELA-Literacy.RI.6.9

10. 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. CCSS.ELA-Literacy.RI.6.10

11. Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.1

12. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.2

13. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.3

14. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.4

15. Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.5

16. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.6

17. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.7

18. Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.8

19. Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.RH.6-8.9

20. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.1

A. Introduce claim(s) and organize the reasons and evidence clearly. CCSS.ELA-Literacy.W.6.1a

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.6.1b Support

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. CCSS.ELA-Literacy.W.6.1c

D. Establish and maintain a formal style. CCSS.ELA-Literacy.W.6.1d

E. Provide a concluding statement or section that follows from the argument presented. CCSS.ELA-Literacy.W.6.1e

21. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.2

A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.W.6.2a

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-Literacy.W.6.2b

C. Use appropriate transitions to clarify the relationships among ideas and concepts. CCSS.ELA-Literacy.W.6.2c

D. Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.6.2d

E. Establish and maintain a formal style. CCSS.ELA-Literacy.W.6.2e

F. Provide a concluding statement or section that follows from the information or explanation presented. CCSS.ELA-Literacy.W.6.2f

22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-Literacy.W.6.3

A. 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. CCSS.ELA-Literacy.W.6.3a

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.6.3b

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-Literacy.W.6.3c

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CCSS.ELA-Literacy.W.6.3d

E. Provide a conclusion that follows from the narrated experiences or events. CCSS.ELA-Literacy.W.6.3e

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.6.4

24. 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. CCSS.ELA-Literacy.W.6.5

25. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.6

25. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.7

26. 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. CCSS.ELA-Literacy.W.6.8

27. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.6.9

28. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics"). CCSS.ELA-Literacy.W.6.9a

29. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). CCSS.ELA-Literacy.W.6.9b

30. 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. CCSS.ELA-Literacy.W.6.10

31. 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. CCSS.ELA-Literacy.SL.6.1

A. 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. CCSS.ELA-Literacy.SL.6.1a

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. CCSS.ELA-Literacy.SL.6.1b

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. CCSS.ELA-Literacy.SL.6.1c

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. CCSS.ELA-Literacy.SL.6.1d

32. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.2

33. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.3

34. 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. CCSS.ELA-Literacy.SL.6.4

35. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. CCSS.ELA-Literacy.SL.6.5

36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-Literacy.SL.6.6

**How Students Learn:**

-Reading Instruction

-Group and Individual Projects and Activities

-Writing and Research Assignments

-Multimedia Presentations

-Class Discussions

-Review Activities

**How Students are Assessed:**

-Timed Writing Responses

-Reading

-Research Projects and Presentations

-Collaborative Learning

-Participation

**Text and Materials:**

Ellis, William. *A Narrative of an 1823 Tour Through Hawaii.* Mutual Publishing. Honolulu. 2004. Print.

Kane, Herb Kawainui. *Voyage: The Discovery of Hawaii.* Island Heritage. Honolulu. 1976. Print.

Bauer, Helen. *The Aloha State.* Doubleday. New York. 1960. Print.

Dunford, Betty. *The Hawaiians of Old.* Bess Press. Honolulu. 1987. Print.

Pratt, Juliette. *The Hawaiians: An Island People.* Charles E. Tuttle Company. Tokyo. 1968.

Other various sources

**Sixth Grade Math**

**What Students Learn**

What students learn will be based upon the national core standards (CCS) for sixth grade and the Ho'ala Shared Values (HSV) with an emphasis on skills that will guide students toward college preparatory skills and life skills. In addition to the content of the core standards the students should learn how to interact cooperatively to facilitate and enhance each other's comprehension of the material allowing them to develop positive study group habits and leadership skills.

- Ratios and Proportional Relationships (RPA):
  - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (CCSS. 6.RP.A.1)
  - Understand the concept of a unit rate a/b associated with a ratio a:b with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (CCSS.6.RP.A.2)
  - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (CCSS.6.RP.A.3)
    - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. (CCSS.6.RP.A.3a)
    - Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? (CCSS.6.RP.A.3b)
    - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. (CCSS.6.RP.A.3c)
    - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (CCSS.6.RP.A.3d)

- The Number System (NS)
  - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? (CCSS.6.NS.A.1)
  - Fluently divide multi-digit numbers using the standard algorithm. (CCSS.Math.Content.6.NS.B.2)
  - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (CCSS.Math.Content.6.NS.B.3)
  - Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two

whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2). (CCSS.Math.Content.6.NS.B.4)

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (CCSS.Math.Content.6.NS.C.5)
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (CCSS. 6.NS.C.6)
  - Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. (CCSS. 6.NS.C.6a)
  - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. (CCSS.6.NS.C.6b)
  - Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. (CCSS.6.NS.C.6c)

- Understand ordering and absolute value of rational numbers. (CCSS. 6.NS.C.7)
  - Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. (CCSS.6.NS.C.7a)
  - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C. (CCSS.6.NS.C.7b)
  - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars. (CCSS. 6.NS.C.7c)
  - Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars. (CCSS.6.NS.C.7d)

- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (CCSS. 6.NS.C.8)

- <u>Expressions and Equations (EE)</u>
  - Write and evaluate numerical expressions involving whole-number exponents. (CCSS. 6.EE.A.1)
  - Write, read, and evaluate expressions in which letters stand for numbers. (CCSS. 6.EE.A.2)
    - Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. (CCSS.6.EE.A.2a)
    - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. (CCSS.6.EE.A.2b)
    - Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the

formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2. (CCSS.6.EE.A.2c)

- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. (CCSS.6.EE.A.3)
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. (CCSS.6.EE.A.4)
- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (CCSS.6.EE.B.5)
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (CCSS.6.EE.B.6)
- Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. (CCSS.6.EE.B.7)
- Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (CCSS.6.EE.B.8)
- Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. (CCSS.6.EE.C.9)

- Geometry (G)
  - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. (CCSS.6.G.A.1)
  - the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. (CCSS.6.G.A.2) Find
  - Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (CCSS.6.G.A.3)
  - Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (CCSS.6.G.A.4)

- Statistics and Probability
  - Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. (CCSS.6.SP.A.1)
  - Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (CCSS.6.SP.A.2)

- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. (CCSS.6.SP.A.3)
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (CCSS.6.SP.B.4)
- Summarize numerical data sets in relation to their context, such as by: (CCSS.6.SP.B.5)
- Reporting the number of observations. (CCSS.6.SP.B.5a)
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. (CCSS.6.SP.B.5b)
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. (CCSS.6.SP.B.5c)
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (CCSS.6.SP.B.5d)

Organization and Time Management Skills

- Come to class fully prepared with supplies and ready to learn. (HSV - Responsibility)
- Manage time in class effectively and be constructively self-directed (HSV - Responsibility)
- Demonstrate evidence of effective practice, study habits, and work completion. (HSV - Responsibility)
- Adhere to agreements and deadlines, and/or respectfully acknowledge unmet agreements and renegotiate at the earliest opportunity. (HSV - Responsibility)
- Practice effective prioritizing, tracking, and completing tasks effectively. (HSV - Resourceful)

Social and Interpersonal Skills

- Participate supportively and respectfully in a range of collaborative discussions (one-on-one, groups, teacher-led, etc.) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (HSV - Responsibility and Respectfulness)
- Present self as capable and avoid self-limiting behaviors, such as passivity and assumed helplessness. (HSV - Respectful)
- Treat others as capable and empower others by making space for and valuing the input of others. (HSV Respectful)
- Interact with empathy, compassion and consideration. (HSV - Responsive)
- Work collaboratively with others by assuming a fair share of the work and taking on appropriate roles as needed. (HSV - Responsive)
- Pursue knowledge irrespective of peer opinion or norm; have intrinsic motivation. (HSV - Resourceful)
- Effectively implement instruction and input. (HSV - Resourceful)
- Relate to adults in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Relate to peers in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)

- Focus on seeking solutions rather than finding fault. (HSV - Responsive)
- Listen effectively by making an effort to hear and understand others' statements or points of view. (HSV - Responsive)
- Communicate effectively by being willing and able to articulate one's own thoughts or view. (HSV - Responsive)
- Make an effort to reflect, adapt, and grow in response to new ideas by being open-minded (HSV - Responsive)
- Seek additional help when necessary (HSV - Resourceful)
- Experience mistakes as a learning opportunity and work to avoid repetitive errors. (HSV - Resourceful)

**How Students Learn**

- Completion of research-and inquiry-based individual and group projects
- Lecture and modeling
- Class discussion and paired sharing
- Completion of homework and classwork
- Post-assessment feedback

**How Students Are Assessed**

- Completion and accuracy of daily homework and classwork
- Short paper rubric
- Pre-diagnostic assessments.
- Formative in class observations
- Quizzes
- Summative unit exams
- Summative final exam
- Level of class participation
- Attitude
- Inquiry activity participation and report rubrics

**Materials**

- Materials needed for the course include paper both lined and graphing
- Calculator

- Other materials needed may include crafting supplies for the various projects that may be incorporated based on development and review including : toothpicks, stopwatches, cardstock and glue, marshmallows, garbanzo beans, dice, marbles, stamps, apples, pineapples, flowers, origami paper, playing cards, protractors, compasses, rulers and jars.

**Resources**


- Carter, J., Day, R., Cuevas, G. & Malloy, C. (2013) *Math: your common core edition.* New York, NY: Glencoe McGraw-Hill.
- iTunes U
- Kahn Academy (https://www.khanacademy.org/)
- Various movies, videos, and internet-based multimedia
- Teacher prepared handouts and presentations

# STUDENT GOALS/OBJECTIVES

**HSS = Hawaii State Standards NVAS= National Visual Arts Standards HSV= Ho'ala Shared Values**

| ARTISTIC EXPRESSION | |
|---|---|
| **IDEA DEVELOPMENT**<br>**The student will:** | **SKILL DEVELOPMENT**<br>**The student will:** |
| Develop interesting and original ideas for artworks including "art styles" works, mask-making, drawings, paintings and sculptures, multi-media and digital work based on Art Masters and artwork from various cultures including Oceanic, Asian, African and South American Art (HSS FA(5-6).1.8 NVAS 2c, 3b, 4a) | Practice , refine and utilize drawing techniques effectively, including: contour drawing, abstraction, observational studies, imaginative alteration, sketching, value and highlights, blending, textural development and detail depiction. (HSS FA(5-6).1.2 NVAS 1a,b) |
| Develop effective ideas for individual and group artworks based on concepts utilized in specific Art Periods including Renaissance, Baroque, 18th -19th C. , Modern, Contemporary (HSS FA(5-6).1.7 NVAS 4a,b,c) | Practice, refine and utilize painting techniques effectively, including: color blending, contrast, overlapping, color blocking, textural application and color families. (HSS FA(5-6).1.2 NVAS 1a,b) |
| Refine and redevelop ideas as needed to improve works (NVAS 1a, 2a,c) | Complete projects according to individual goals and project specifics aligned with "Master works" and Art time periods. (HSS FA (5-6).1.7 NVAS 4b) |
| Effectively utilize planning and thumbnail sketches to develop ideas for artworks (NVAS 2b) | Develop effective compositions using "rule of thirds", overlapping, back-middle- and foreground and atmospheric and linear perspective. (HSS FA(5-6).1.2 FVAS 2b) |
| Develop ideas for individual artworks through guided imagery, visual resources , computer research, textbooks and Scholastic Art Magazine (HSS FA(5-6).1.4 NVAS 3b) | Demonstrate ability to use and apply new concepts/techniques in own original and expressive artwork using concepts covered (HSS (5-6).1.5) |
| Participate in "brainstorming" activities to develop skills in group decision-making and planning of small and large group works. (NVAS 5a , HSV- Responsiveness, Respect) | Demonstrate skillful use of clay and other sculptural techniques, including: maquettes, modeling, low relief, hand-building and wheel-throwing techniques (NVAS 1a,b, 3a) |
| **MATERIAL USE** | **WORK HABITS** |
| Experiment, practice and develop control of drawing media, including: pencil, colored pencil, pastel, oil crayon, marker and charcoal (HSS FA (7-8).1.1, FA (7-8).1.4 NVAS 1a, 1b , 2b, 2c) | Develop and display conscientious attitudes and habits in the working environment- both individually and with group (HSV - Responsibility) |
| Experiment with and develop control of paint media, including: tempera, watercolor, ink , acrylic and gouache (HSS FA (5-6).1.1, FA (7-8).1.4 NVAS 1a, 1b , 2b, 2c) | Maintain a safe, productive and cooperative working environment, individually and with group works (HSV- Responsibility - Respect) |
| Develop control of sculptural media to produce intended effects including clay, metal and papier-mache/decoclay and sculpey (HSS FA (5-6).1.1, FA (7-8).1.4 NVAS 1a, 1b , 2b, 2c) | Participate productively and effectively in set-up and clean-up (HSV- Resourcefulness) |
| Utilize materials appropriately and inventively in mixed media projects (HSS FA 7.1.4 NVAS 1a,b ) | Demonstrate effective communication and participation in group activities (HSV- Responsiveness) |
| Show conscientious use and care of materials consistently (HSV - Respect) | Complete in-class works effectively and with attention to quality (HSV- Responsibility |
| | Complete home assignments effectively (HSV- Responsibility |

| ARTISTIC RESPONSE | |
|---|---|
| **DISCUSSION/INVESTIGATION** | **CRITICAL ANALYSIS** |
| Participate effectively and productively in small and large group discussions and investigation of art experiences (HSV- Responsiveness, NSVAS 5a) | Utilize skills in looking at and talking about art works (aesthetics) of own and others' works in verbal and written responses (HSV- Responsiveness, NVAS 5a,c) |
| Actively seek assistance and resources for discovering and improving artistic endeavors (HSV- Resourcefulness, NSVAS 1a) | Acquire, develop and utilize art vocabulary as appropriate to concepts and skills in chosen projects and Art time periods/styles (NVAS 5b,c) |
| Generate, explore and develop questions for art appreciation activities and quizzes (HSV- Resourcefulness NSVAS 6b) | Participate effectively in self-critique in written and oral form (HSV- Respect, Responsiveness, NVAS 5 a,c, 6a |
| Actively and appropriately participate in discussions and explorations of Master Works and Art Appreciation activities (HSV- Responsiveness, NSVAS 5b) | Participate effectively in critique of others' works in written and oral form (HSV- Respect, Responsiveness NVAS 5a,c, 6a) |

**Students will learn by:**

- **demonstrations / individually tailored for specific skill/media**
- **discussions**
- **individual exploration**
- **research of "Master" works**
- **peer interaction and review**
- **development of self-chosen projects through project sheets**
- **development of project goals and timelines**
- **small and large group projects**

**Students will be assessed by:**

- **weighted objectives including work habits, work results, goal-setting, and artistic response**
- **completion of works according to time , skill development and quality**
- **teacher and peer review**
- **evaluation of progress at regular intervals (quarterly)**
- **self-evaluation of work habits and result**
- **review of project challenges and successes at end of the semester**

**Resources:**

- **Various textbooks on Art History and individual artists**
- **Scholastic Art and Graphis Magazines**
- **Video and internet Sites specific to individual research**
- **"Master works" and contemporary art through various art museums and galleries**
- **teacher-generated worksheets and visuals**