



# **Oldest Group Curriculum**

Abbreviated for Parents

# K – 6<sup>th</sup> CLASSROOM CURRICULUM

## Explanation of Terms

The **Curriculum** is our written guide for what we teach at SRV and how it can or should be taught. Teachers should use it as a guideline from which to plan each year what they will do with individual groups and children.

The **Standards** are the primary goals we have for our students to have learned by the end of each 1 or 2 year program related to this Domain. They read the same for all of the elementary students in the school.

The **Benchmarks** are the specific Benchmarks for each Standard for each particular grade level. They describe what the Standards look like at each level, and constitute the specific learning that we expect most students to have mastered by the end of the 1 or 2 year program.

There are Standards and Benchmarks that correspond with each part of the Curriculum. Teachers use the Standards and Benchmarks to keep track of how well individual children are doing compared to what we expect of most children in general.

SRV's Curriculum is organized by area of development or topic. For each of these, there are Standards and Benchmarks, **Curriculum Content** (*what we teach*), and suggested **Teaching Plans** (suggestions for *how* the curriculum should be planned or taught).

The Curriculum Content includes **Enduring Understandings** (*the primary understandings that the children should take away from their learning related to this area or topic*), **Key Knowledge** (the important concepts and facts that the children should learn related to this area or topic), **Key Skills** (the important skills that the children should learn related to this area or topic), and **Dispositions, Perspectives & Values** (the important dispositions, behaviors, habits of mind, perspectives and values that the children should learn related to this area of topic).

The Teaching Plans sections include Suggested Assessments, Suggested Activities & Experiences, Suggested Teaching Methods, and Suggested Resources & Materials.

The attached document contains only the Standards and Benchmarks, and Key Knowledge and Skills.

# Oldest Group Curriculum Physical Development

<b>General Health</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Is generally healthy</i>	(No changing descriptors)
<i>Is generally well rested and has energy &amp; stamina for school</i>	(No changing descriptors)
<i>Eats a healthy snack &amp; lunch at school</i>	(No changing descriptors)
<i>Gets regular physical exercise at school</i>	(No changing descriptors)
<i>Relaxes during Quiet Time</i>	(No changing descriptors)
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• What healthy food choices are</li> <li>• Why it is important to get exercise</li> <li>• Why it is important to get enough rest</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Paying attention to body's needs</li> <li>• Making healthy choices</li> <li>• Developing healthy habits</li> </ul>
<b>Motor Skills and Development</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate spatial awareness &amp; organization</i>	Navigates complex physical obstacles
<i>Demonstrates age appropriate large motor control &amp; skills</i>	Balances and coordinates movement in confined spaces; runs and changes direction smoothly
<i>Demonstrates age appropriate fine motor control &amp; skills</i>	Embroiders; uses compass, utility knife, glue gun
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to maintain body in space and in relation to others</li> <li>• How to be in control and safe with body</li> <li>• Mastering new skills takes time and patience</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Noticing and functioning within surroundings</li> <li>• Coordinating limbs and muscles</li> <li>• Taking time and making effort to be careful</li> </ul>
<b>Self-care Skills</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate self and belongings care skills</i>	Puts on appropriate gear for weather independently; keeps belongings organized & neat independently
<i>Demonstrates age appropriate room care skills</i>	Does routine chores independently; pitches in when perceives need
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to take care of clothing and belongings</li> <li>• What to do when something needs to be cleaned up or put away</li> <li>• Why it is important to pitch in</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Strategizing and problem solving</li> <li>• Taking responsibility for own needs</li> <li>• Sharing responsibility for community needs</li> </ul>
<b>Activity, Focus and Attention Span</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Adjusts volume and channels energy appropriately during a variety of activities</i>	Curbs physical activity during group activities and lessons for 1 hour with minimal support
<i>Demonstrates age appropriate attention span during a variety of activities</i>	Sits in meetings for 1 hour; can focus for 45 minutes reading, 45 minutes on writing task
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Why it is important to control body, activity and volume</li> <li>• Effective strategies for maintaining control and focus</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Controlling voice and volume</li> <li>• Controlling body</li> <li>• Controlling focus</li> </ul>

# Oldest Group Curriculum

## Emotional and Social Development

<b>Emotional Resilience and Well-being</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Is generally content and has a positive attitude and outlook</i>	(No changing descriptors)
<i>Is self confident</i>	Sees self as able; tries new things independently; speaks up and out in variety of environments
<i>Expresses a range of feelings and handles feelings appropriately</i>	Is able to talk about feelings; anticipates reactions; maintains perspective; applies experiences; bounces back independently
<i>Demonstrates appropriate independence and initiative</i>	Navigates a variety of environments; makes choices based on interest; manages upsets and conflicts independently
<i>Self advocates appropriately</i>	Determines when help is needed and appropriate, asks when necessary; speaks up for self and others
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to be positive</li> <li>• How to be independent</li> <li>• How to ask for help</li> <li>• How to handle feelings and bounce back from disappointment</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Focusing on the positive</li> <li>• Being confident and independent</li> <li>• Standing up for self</li> <li>• Taking risks</li> </ul>
<b>Social Skills</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Connects appropriately with a range of peers</i>	Teams with peers; is comfortable in variety of groups and settings
<i>Is empathetic and respects others' feelings and ideas</i>	Is empathetic; sincerely wishes to avoid hurting others; makes thoughtful apologies and reparations
<i>Recognizes and responds appropriately to social cues</i>	"Gets" peer norms; reads & reacts appropriately re: body boundaries, expressions, humor, etc.; sees & adapts to other norms, situations, groups
<i>Adjusts behavior to suit different groups and situations</i>	Is polite in all situations and settings; plays and behaves appropriately with different gender groups and ages; notices and responds to different norms for groups beyond classroom independently
<i>Demonstrates age appropriate understanding of and ability to navigate peer pressure</i>	Understands nature of peer pressure, and typical forms and potential consequences for adolescents; stands up for self and others and makes own decisions with minimal support
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to read and respond to a variety of social cues and norms</li> <li>• How to play and work with a variety of people</li> <li>• How peer pressure works and how to make independent choices</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Recognizing and responding to peers' social cues and norms</li> <li>• Working and playing constructively with peers</li> <li>• Being respectful and empathetic</li> <li>• Giving and taking in relationships</li> <li>• Making strong choices</li> </ul>
<b>Group Participation</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Contributes to development of supportive climate in groups</i>	Helps peers in need and is supportive and complimentary independently
<i>Leads and follows among peers</i>	Can take a variety of roles in groups; makes others feel comfortable and included; keeps groups focused and on task; is able to go along with others' leadership when appropriate

<i>Participates in group work and decision making</i>	Values and chooses to be part of team; enjoys taking part in group work and decision making
<i>Demonstrates age appropriate understanding of rights, privileges, choice, and responsibility</i>	Is beginning to understand roles of rights, privileges and responsibilities in ordered societies and civics
<i>Knows when to take care of self vs. trying to take care of the group</i>	Recognizes when to lead, follow or disassociate self from groups
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to be supportive of different people</li> <li>• How to give and take in work and play in a variety of groups</li> <li>• How to work as a team in a variety of groups</li> <li>• The role of rights, privileges and responsibilities in groups</li> <li>• How to lead or follow in and disassociate self from groups</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Being helpful and supportive</li> <li>• Leading and following along</li> <li>• Sharing work and responsibilities</li> <li>• Problem solving</li> <li>• Going along with group decisions and expectations</li> <li>• Acting independently when the group is inappropriate or unproductive</li> </ul>
<b>Self-Discipline and Conflict Resolution Skills</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Respects community values</i>	Refers to class Mission Statement or group credo; cooperates; gives of self
<i>Meets expectations and accepts limits</i>	Negotiates or helps set boundaries & expectations; is self-motivated and self-disciplined
<i>Responds to feedback</i>	Hears, internalizes and acknowledges feedback; responds to suggestions independently
<i>Accepts responsibility for actions</i>	Is remorseful for poor choices; helps determine consequences; helps rectify problems
<i>Resolves conflicts age appropriately</i>	Anticipates and tries to avoid difficulties; tries to resolve conflicts independently
<i>Reflects on and learns from choices and mistakes</i>	Reflects deeply on complexity and repercussions of choices; learns from experiences and strategizes for the future
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• What rules, expectations and boundaries are for and why it is important to adhere to them</li> <li>• That own actions are choices that have consequences for self and others</li> <li>• How to internalize feedback, reflect on and acknowledge choices</li> <li>• How to strategize to avoid repeated mistakes</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Caring about others</li> <li>• Stopping and thinking</li> <li>• Working out problems independently</li> <li>• Hearing &amp; responding to feedback</li> <li>• Making strong choices</li> <li>• Reflecting on and learning from experiences</li> </ul>

# Oldest Group Curriculum

## Learning Disposition and Development

<b>Self Knowledge and Personal Interests</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Pursues personal interests at school</i>	(No changing descriptors)
<i>Reflects on and has age appropriate understanding of own learning strengths and style</i>	Pursues passions; knows strengths and weaknesses; is willing to work on challenges; has successful compensating strategies
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Something he/she is really good at</li> <li>• Things he/she needs to work on</li> <li>• Effective strategies to facilitate own learning</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Following own interests and ideas</li> <li>• Articulating own strengths and challenges</li> <li>• Capitalizing on own strengths and compensating for challenges</li> </ul>
<b>Learning Attitudes and Dispositions</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Is motivated and self directed</i>	Loves learning and is motivated to work hard; self starts; proceeds with and completes tasks with minimal support or independently
<i>Engages and invests in own and assigned projects and activities</i>	Has multiple ideas and discards unreasonable ideas; develops plans; tries and errs; learns from mistakes and revises plans as needed; sees plans through independently
<i>Takes risks</i>	Relishes a challenge; challenges self privately and publicly for own sake
<i>Asks for and accepts help and suggestions</i>	Is aware of own strengths and needs; lines up supports and resources; seeks and appreciates feedback
<i>Shows persistence in response to difficulty</i>	Sticks with difficult activities independently; can use a variety of strategies; pushes through frustration
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• That he/she plays a powerful role in the learning community for self and others</li> <li>• How to pursue, proceed with and modify ideas and plans, and when to abandon them</li> <li>• How to line up help and feedback</li> <li>• How to persevere when something is difficult</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Making plans</li> <li>• Strategizing and problem solving</li> <li>• Risk taking</li> <li>• Persevering</li> <li>• Getting help</li> </ul>
<b>Learning Behaviors and Abilities</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Works well independently</i>	Sustains and completes independent work; sets and meets own goals independently
<i>Works well collaboratively</i>	Sees need to work together for common goal; gives and takes; shares responsibility willingly
<i>Listens actively and responds age appropriately 1-to-1 and in groups</i>	Maintains active listening and interested engagement; responds on topic
<i>Follows directions</i>	Follows complex oral and written directions with inferences independently
<i>Makes smooth transitions</i>	Anticipates and prepares for transitions; moves smoothly and efficiently between activities
<i>Demonstrates flexibility</i>	Sees need and changes course; changes roles and gives up expectations easily
<i>Handles distractions</i>	Prefers to attend and shuns distractions; redirects self and others

<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Effective strategies for focusing on individual and group work</li> <li>• Effective strategies for paying attention and following directions</li> <li>• Effective strategies for listening, engaging and avoiding distractions</li> <li>• Effective strategies for making smooth transitions</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Focusing</li> <li>• Listening</li> <li>• Following directions</li> <li>• Going with the flow</li> </ul>
<b>Thinking Skills</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate critical thinking and problem solving skills</i>	Thinks creatively; is able to reason inductively and deductively; has and can think of multiple strategies for approaching and solving problems
<i>Analyzes, synthesizes and evaluates information age appropriately</i>	Analyzes, synthesizes, makes connections and evaluates complex information and abstract ideas for logic, truth, relevance and bias
<i>Makes age appropriate inferences, hypotheses, conclusions and decisions</i>	Devises and carries out complex experiments; makes reasoned hypotheses; draws conclusions and makes decisions based on experience and projection of results; analyzes "what went wrong"
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to hypothesize and devise and conduct experiments from posed and own problems</li> <li>• How to draw conclusions based on real observations and information</li> <li>• How to apply learned strategies and conclusions to unrelated situations</li> <li>• How to evaluate new information for accuracy and relevance</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Making inferences &amp; predictions</li> <li>• Experimenting</li> <li>• Drawing conclusions</li> <li>• Analytical thinking</li> <li>• Applying learned information &amp; skills</li> </ul>
<b>Study Skills</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Maintains materials and saved work age appropriately neatly and well organized</i>	Has own systems or routines for organizing work; keeps book-bag and cubby neat; keeps paper work in binders and computer files in folders with minimal support
<i>Manages work spaces for classroom work</i>	Understands own work space needs; maintains effective work spaces at school and home independently
<i>Manages time for classroom work</i>	Plans and paces self according to task and skills; determines when to choose speed vs. accuracy; completes tasks on time independently
<i>Manages time for home work</i>	Plans and paces self according to task and skills, prioritizes, and completes homework assignments independently
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Effective strategies for keeping school work and belongings organized</li> <li>• How to find out what is being asked, what is needed and what is the time frame for doing it</li> <li>• Effective strategies for selecting and maintaining a favorable work space</li> <li>• Effective strategies for getting work done in allotted time</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Organization skills</li> <li>• Time management skills</li> </ul>
<b>Information Literacy</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Pursues appropriate information for task or assignment</i>	Names multiple ideas of interest or appropriate for assignment, narrows inquiry, lists known information, formulates insightful questions

<i>Uses a variety of age appropriate media and resources to locate information</i>	Looks in books, periodicals, reference books and web sites designed for children and adults, and asks adults for relevant information
<i>Understands, integrates, and synthesizes new information</i>	Understands advanced information from books and materials read; restates understood new information in own words in writing; integrates new information with previous knowledge; generates new questions
<i>Evaluates age appropriate information for appropriateness, perspective and bias</i>	Recognizes answers to questions and additional relevant information; evaluates information for relevance and truth; notices perspective (e.g. some historical reference, bias, etc.) with minimal support
<i>Takes notes</i>	Records information heard and read; distinguishes main ideas and paraphrases; takes notes regarding assignments and research projects with minimal support
<i>Uses a variety of age appropriate tools to organize information</i>	Creates detailed idea webs, story maps and Venn diagrams on paper or computer; creates basic outlines to order information with minimal support
<i>Uses a variety of age appropriate tools to present information</i>	Writes narrative reports and creates PowerPoints; draws or selects illustrations; makes complex charts, graphs and models; orally presents detailed information concisely and coherently
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• How to narrow inquiry, list known information and formulate questions</li> <li>• How to find information in appropriate text and media sources</li> <li>• How to evaluate information for relevance, accuracy and perspective</li> <li>• How to distinguish and record main ideas in own writing</li> <li>• How to organize ideas and information in basic outlines</li> <li>• How to convey information coherently orally, in writing, drawing and graphs</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Developing ideas and formulating questions</li> <li>• Finding answers to questions</li> <li>• Making sense of new information</li> <li>• Evaluating new information</li> <li>• Assimilating new information</li> <li>• Organizing information</li> <li>• Presenting information</li> </ul>



# Oldest Group Curriculum Language Arts Development

<b>Receptive and Expressive Language</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Listens and contributes appropriately to conversations and discussions</i>	Listens to peers and adults; is attentive and engaged; generally contributes to and occasionally leads discussions
<i>Asks and responds appropriately to questions</i>	Asks and responds thoughtfully to abstract questions; gives considered opinions; predicts reasonable outcomes
<i>Speaks clearly and confidently</i>	Participates in debates; makes oral presentations; performs in scripted plays
<i>Speaks with age appropriate vocabulary, grammar and voice</i>	Speaks fluently with expressive vocabulary and correct grammar
<i>Shares and tells stories with main ideas and logical sequence</i>	Shares and tells stories with sustained main ideas, logical sequence, voice and timing for desired effect
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Advanced grammar (oral)</li> <li>• Awareness of audience</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Participating appropriately in discussions, debates and oral presentations</li> <li>• Active listening and responding appropriately</li> </ul>
<b>Reading Interest and Engagement</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Maintains appropriate focus and engagement during reading activities</i>	Focuses on books and reading activities; reads in book group or alone for 45 minutes
<i>Enjoys stories and responds appropriately to text</i>	Enjoys reading and read alouds; engages actively with text; responds to literal, opinion, connection and perspective questions in writing and discussion
<i>Sees self as a reader</i>	Has confidence; takes risks (e.g. new genres, harder books); makes thoughtful book recommendations to others
<i>Chooses appropriate text for self</i>	Knows appropriate level and seeks suitable books; puts aside inappropriate books independently
<i>Reads from or listens to a variety of genres</i>	Shows preferences for particular genres and subjects; seeks suggestions for branching out; reads assigned fiction, non-fiction, poetry and songs
<b>Curriculum Content:</b>	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Reading improves with practice</li> <li>• You can read for enjoyment and/or to learn</li> </ul>	<b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Student reflection and feedback</li> </ul>
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Learning to become a strong reader requires effort</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Enjoying and engaging with text</li> <li>• Choosing just right text</li> <li>• Being interested in or open to different genres</li> </ul>
<b>Decoding</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Understands and interprets organization of text and pictures in print and media</i>	Creates title pages, contents and index in books and reports; creates computer web pages
<i>Derives meaning from a variety of pictures, symbols and graphs</i>	Recognizes and interprets cursive handwriting, various fonts, complex symbols, simple codes
<i>Uses age appropriate decoding strategies when reading aloud and silently</i>	Sounds out words based on knowledge of spelling patterns and word origins
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Complex word patterns and families</li> <li>• Complex word roots, prefixes and suffixes</li> <li>• Simple word origin rules and patterns</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Using syllables, roots words, etc. to help decode</li> <li>• Using simple word origins to help decode</li> <li>• Using context clues and making sense to help decode</li> </ul>

<b>Sight Reading and Fluency</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate sight word vocabulary</i>	Recognizes most words in Level 5-6 books
<i>Reads with age appropriate fluency and expression when reading aloud and silently</i>	Reads Level 5-6 books fluently; reads aloud smoothly with reflection of punctuation, lively expression and some characters' voices
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Young adult sight words</li> <li>• Advanced punctuation (; -- )</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Memorizing and recognizing young adult sight words</li> <li>• Reading text by topic or section</li> <li>• Reading scripts</li> </ul>
<b>Reading Comprehension</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Reads for meaning and self corrects when it does not make sense</i>	Notices errors; when stuck, self corrects or seeks help
<i>Demonstrates age appropriate understanding of meaning of words heard or read aloud and silently</i>	Understands most vocabulary in Level 5-6 books read, young adult books heard; infers young adult word meaning from context
<i>Demonstrates age appropriate comprehension of passages heard or read aloud and silently</i>	Follows complex plots; catches details and discrepancies; makes predictions and inferences in Level 5-6 books read, young adult books heard
<i>Demonstrates age appropriate understanding of story elements and literary techniques</i>	Notices stereotypes; identifies style and themes; notices irony, metaphor and simple symbolism; recognizes and can imitate complex rhyme and meter
<i>Reads age appropriate text for information and extracts facts and understanding</i>	Understands and absorbs new information of interest or relevant to topic of research from Level 5-6 books and reference materials
<b>Curriculum Content:::</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Young adult spoken vocabulary</li> <li>• Variety of literary styles and genres</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Reading for meaning and information</li> <li>• Listening</li> <li>• Retelling main ideas</li> <li>• Making predictions and inferences</li> </ul>
<b>Writing Interest and Engagement</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Is able to maintain focus and engagement during writing activities</i>	Focuses on writing activities; is engaged alone for 40 minutes
<i>Sees self as a writer</i>	Takes risks; takes pride in challenging self and doing best work
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• People write throughout their lives and for many different reasons</li> <li>• Writing well is an ongoing process that takes time and effort</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Focusing on writing work</li> <li>• Caring about writing work</li> </ul>
<b>Creative and Expository Writing</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Draws for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writes for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writing is age appropriately clear and complex</i>	Writes for self and audience; has and executes well developed ideas
<i>Writing is age appropriately thoughtful and original</i>	Uses expressive language and vocabulary in writing; has and executes original ideas
<i>Incorporates age appropriate story elements and literary techniques in writing</i>	Creates complex plots and characters; uses description and dialogue for effect; sustains mood; chooses words for sound, effect and imagery

<i>Writes in age appropriate genres</i>	Writes deep and complex fiction and non-fiction, poetry in various styles, journals, letters, expository compositions and essays, reports, to explain thinking and to record information and work
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Characters must be developed</li> <li>• Openings should “hook” the reader</li> <li>• Endings wrap up the entire story</li> <li>• Young adult spoken vocabulary</li> <li>• Level 5-6 written vocabulary and spelling</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Having and executing ideas</li> <li>• Telling complex stories</li> <li>• Writing expository and opinion essays</li> <li>• Making drawing and writing rich and rewarding</li> <li>• Keeping audience in mind when drafting and re-writing</li> </ul>
<b>Encoding and Spelling</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Uses a variety of symbols to represent sounds, words and ideas</i>	Reads and uses cursive writing and many fonts; understands and uses a variety of icons in writing and on computer; writes simple codes
<i>Demonstrates age appropriate spelling mastery</i>	Approximates spelling based on knowledge of spelling rules and patterns and word origins; knows correct spelling of Level 6 sight words
<i>Uses appropriate tools for finding correct spelling of words needed</i>	Uses temporary spelling when appropriate; notices when a familiar word looks wrong or new word is unknown; uses dictionaries and spell-check with minimal support
<i>Masters new spelling words using a variety of skills and techniques</i>	Learns new words from word families, patterns, rules and memorization
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Advanced spelling patterns, rules and word families</li> <li>• Basic English word origin rules</li> <li>• Standard spelling of Level 6 sight words</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Recognizing when a familiar word is incorrect</li> <li>• Using spelling reference tools</li> <li>• Memorizing spelling of new words</li> <li>• Remembering spelling of learned words</li> </ul>
<b>Handwriting and Typing</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Written work is age appropriately neat and organized on the page during writing activities</i>	Writes straight with or without lines; plans use of space on page in drawing and writing; uses margins and headings; preplans look of published books, posters and projects
<i>Demonstrates age appropriate handwriting skills</i>	Prints fluently; writes cursive comfortably; writes neatly when appropriate
<i>Demonstrates age appropriate keyboarding skills</i>	Touch-types all of the time
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Best or most appropriate style of writing for various tasks</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Writing comfortably and fluently</li> <li>• Planning organization of text and images in space</li> <li>• Basic touch-typing</li> </ul>
<b>Grammar, punctuation and paragraphing</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Writes with age appropriate grammar and sentence structure</i>	Writes in complex sentences with clauses and few run-ons; understands and correctly uses basic grammar and parts of speech with minimal support
<i>Writes with age appropriate punctuation and capitalization</i>	Uses correct punctuation and capitalization of sentences, dialogue and bibliographies; uses commas, colons and parentheses
<i>Writes with age appropriate paragraphing</i>	Organizes writing into logical paragraphs and indents properly with minimal support
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Advanced sentence grammar and parts of speech</li> <li>• Paragraphing rules</li> <li>• Use of parentheses, hyphens, colons &amp; semicolons</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Writing in complex sentences without run-ons</li> <li>• Punctuating clauses</li> </ul>

## Editing and publishing

<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Perseveres in writing process</i>	Plans writing ahead independently; sustains ideas and effort; works through writer's block; seeks feedback from adults and peers
<i>Revises writing (adds, changes or deletes words) for content and expression</i>	Writes rough drafts with minimal support; rereads writing and revises details and ideas independently; makes final copies by hand or on computer
<i>Edits writing for mechanics</i>	Corrects learned spelling, punctuation, grammar and paragraphing independently
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• First drafts should focus on getting words down on paper</li> <li>• Second drafts should focus on improving writing</li> <li>• Advanced writing mechanics</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Planning writing</li> <li>• Persevering in writing process</li> <li>• Rereading and critiquing own writing</li> <li>• Accepting feedback on writing</li> <li>• Revising writing</li> </ul>

# Oldest Group Curriculum Mathematics Development

<b>Interest and Engagement</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Sees self as a mathematician</i>	(No changing descriptors)
<i>Maintains focus and engagement during math activities</i>	(No changing descriptors)
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Math is more than finding the answers to arithmetic problems</li> <li>• It is important to engage in math thinking to construct understanding</li> <li>• Everyone can do math</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Focusing on mathematics work</li> <li>• Caring about mathematics work</li> <li>• Seeing self as capable</li> </ul>
<b>Reasoning and Problem Solving</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of role of mathematics in the world</i>	Understands that mathematics is a critical way of understanding our world
<i>Demonstrates age appropriate skills in mathematical reasoning and problem solving</i>	Uses words, numbers, graphs, tables, diagrams and models to solve problems and explain mathematical reasoning; checks answers; formulates and justifies mathematical conjectures based on learned strategies and understandings
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Math problem-solving can be done in concrete, representational and abstract terms</li> <li>• Math provides a critical lens in which to describe, organize and understand the world</li> <li>• Math is much more than arithmetic</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Identifying the question or problem</li> <li>• Determining approach and strategy</li> <li>• Considering multiple strategies and choosing most suitable one</li> <li>• Explaining reasoning</li> <li>• Assessing reasonableness of answer</li> <li>• Applying learned strategies to new situations</li> </ul>
<b>Number Sense</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate number sense and understanding of numeration</i>	Determines place value, reads, writes, orders, and compares numbers up to billions and down to thousandths; is familiar with alternate number systems, including different bases; understands, orders and solves simple problems with positive and negative integers; understands exponents represent repeated multiples; rounds numbers to nearest 10, 100, 1,000, 10 <sup>th</sup> or 100 <sup>th</sup>
<i>Demonstrates age appropriate understanding of and facility with number patterns</i>	Sees, describes by rule and extends complex number patterns including relationships between multiplication and division, factors and multiples, fractions, decimals and percents, and exponents
<i>Demonstrates age appropriate understanding of and skills in estimation</i>	Applies estimation and rounding off strategies in computation with whole numbers, decimals, positive and negative integers
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Place value to billions and thousandths</li> <li>• Concept of positive and negative numbers</li> <li>• Terms and meaning of prime &amp; composite numbers, factors, multiples and exponents</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Reading, estimating and comparing numbers to billions and 1000ths</li> <li>• Finding factors and multiples</li> <li>• Computing exponents</li> <li>• Using number patterns in problem solving</li> </ul>

<b>Operations and Computation</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of and skills in addition and subtraction</i>	Solves addition and subtraction problems with 1- and 2-digit positive and negative integers
<i>Demonstrates age appropriate understanding of and skills in multiplication and division</i>	Finds factors and multiples of given numbers; is fluent in efficient algorithms to compute multiplication with up to 4-digit numbers with regrouping and division with 2-digit divisors; expresses answers to long division problems with remainders or decimals; checks answers using inverse operation; applies understandings, strategies and skills in a variety of problems and situations
<i>Demonstrates age appropriate knowledge and fluency with number facts</i>	Quickly recalls and applies multiplication facts to 12's
<i>Demonstrates age appropriate understanding of and skills in computation with fractions &amp; decimals</i>	Understands basic relationships between multiplication, division, fractions, percents and simple ratios; finds equivalent fractions and converts simple fractions/decimals/percents; solves problems with 4 operations with decimals, fractions and mixed numbers with like & unlike denominators
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Concepts and inverse relationships of positive and negative integers</li> <li>• Concepts and relationships of factors, multiples, multiplication and division</li> <li>• Concepts and relationships of division, fractions, decimals and percents</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Adding and subtracting with positive and negative integers</li> <li>• Multiplying 4-digit numbers and dividing numbers with 2-digit divisors with standard algorithms</li> <li>• Recalling multiplication facts to 12's</li> <li>• Adding, subtracting, multiplying and dividing fractions and decimals</li> </ul>
<b>Algebra</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of number and operation properties</i>	Understands distributive properties of multiplication and division; knows the order of operations
<i>Demonstrates age appropriate understanding of and facility with algebraic functions</i>	Writes mathematical expressions and equations with positive and negative integers, simple exponents and variables to describe simple problems and situations; uses expressions and formulas to solve problems; solves simple equations by using number sense, properties and order of operations, and the idea of maintaining equality on both sides of an equation; is familiar with graphing simple linear equations on X-Y axis
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• The unknown quantity in an equation may be a variable</li> <li>• The properties of the operations</li> <li>• The order of operations</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Solving simple linear equations</li> <li>• Graphing simple linear equations on X-Y axis</li> </ul>
<b>Geometry and Measurement</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of spatial relationships</i>	Creates complex 2-D representations such as tessellations and 3-D models and representations; describes objects in space with three-dimensional references (X, Y & Z)
<i>Demonstrates age appropriate understanding of and facility with concrete and symbolic patterns</i>	Works with complex geometric patterns such as tessellations and Maypole math
<i>Demonstrates age appropriate understanding of and skills in geometry</i>	Describes and models geometric solids in terms of faces, edges and vertices; interprets 2-D representations of 3-D objects; understands attributes of and terminology related to triangles (right, acute, obtuse, isosceles, equilateral) and circles (circumference, diameter, radius, degrees); is familiar with constructing and measuring angles; is familiar with formulas for finding perimeter and area of polygons, triangles and circles, including the meaning of pi, and for finding volume of rectangular prisms

<i>Demonstrates age appropriate understanding of and skills in measurement</i>	Measures length to 1/16 inch and millimeter; uses measurements in problem solving, including adding, subtracting, multiplying and dividing measurements, and carrying out simple conversions within a system of measurement (e.g. inches to feet, pints to gallon)
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Terms and concepts related to triangles and circles</li> <li>• Terms and concepts related to angles</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Describing objects in 3-D space</li> <li>• Finding perimeter and area of triangles, polygons and circles</li> <li>• Measuring angles</li> <li>• Using geometric patterns in problem solving</li> <li>• Using measurements in problem solving</li> </ul>
<b>Data Collection and Analysis</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of and skills in sorting and classifying</i>	Uses Venn diagrams to sort and classify objects in 3 or more sets and subsets
<i>Demonstrates age appropriate understanding of and skills in data collection and analysis</i>	Organizes, represents and interprets complex numerical and categorical data; conducts basic probability experiments; calculates averages; is familiar with mean/median/mode
<i>Demonstrates age appropriate understanding of statistics</i>	Conducts basic probability experiments; expresses outcomes of probability situations verbally (certain, likely or impossible) and numerically (3 out of 4); uses results to predict future events
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Use of complex Venn diagrams</li> <li>• Probable outcomes can be predicted and expressed mathematically</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Using and reading complex Venn diagrams</li> <li>• Calculating averages</li> <li>• Conducting simple probability experiments</li> </ul>

# Oldest Group Curriculum Social Studies Development

<b>Individuality and Community</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of factors that contribute to identity</i>	Understands that one's individuality is also defined by one's ideas and perceptions and by the choices one makes
<i>Demonstrates age appropriate understanding of how groups affect perspective and behavior</i>	Understands that one's background, experiences, ideas and beliefs affect one's perspective and may influence one's behavior
<i>Demonstrates age appropriate understanding of self in relation to community</i>	Understands that one has multiple roles in groups and how they affect attitudes, perspective and behavior
<i>Demonstrates age appropriate understanding of potential tensions between individual and community</i>	Understands difference between wants and rights; understands need for and role of expectations and individual responsibility in groups with support
<i>Demonstrates age appropriate understanding of potential tension between personal wants and global concerns</i>	Understands that there is potential for tension between personal wants and global concerns
<i>Demonstrates age appropriate understanding of and responsibility for addressing community and environmental needs through service</i>	Understands that communities create formal and informal organizations to meet needs through a variety of strategies; initiates, plans, and participates in individual and group service experiences; reflects deeply on experiences
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Peoples experiences help define what they think and how they act</li> <li>• People play many roles in many groups</li> <li>• The difference between wants, rights, privileges and responsibilities</li> <li>• Ways to initiate or participate in community service organizations</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Observing and reflecting</li> <li>• Being responsible in groups</li> <li>• Seeking to initiate or engage in and deeply reflecting on service activities</li> </ul>
<b>Culture</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of the concept of culture</i>	Understands culture as including what people think and how they perceive the world; recognizes complex similarities and differences among and within cultures
<i>Demonstrates age appropriate understanding of how culture, including one's own, is expressed or manifested</i>	Understands that culture can include abstracts, e.g. values, standards of beauty
<i>Demonstrates age appropriate understanding of how culture can influence people's actions and perceptions</i>	Understands cultural differences may lead people to have same and different points of view or react the same way or differently in the same situation
<i>Demonstrates age appropriate understanding of how language and culture may/may not lead to global understanding</i>	Understands that cultural differences, nationalism and ethno-centricity can lead to conflict, that understanding others' backgrounds and beliefs is first step to getting along
<i>Demonstrates age appropriate intercultural competencies within school community and broader community</i>	Identifies cultural stereotypes, and challenges some with support; empathizes and sees multiple points of view in intercultural situations; values people as individuals and as members of cultural groups; refrains from dismissing a person's racial or cultural identity in an effort to seek similarities with support; reflects deeply on the personal and cultural dynamics of intercultural experiences
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• People may have similar or different perspectives that influence their behavior</li> <li>• People are complex, with ideas and perceptions influenced by a variety of factors</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Observing and reflecting</li> <li>• Analyzing personal inter-cultural experiences in wider contexts</li> <li>• Avoiding pre-judgments</li> <li>• Appreciating individuals both as unique from and as representatives of their culture</li> </ul>



<b>People, Places and Environments</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate map skills</i>	Understands and uses a variety of maps; is familiar with politics of map projections; understands latitude and longitude; uses scale and legends to make or copy detailed maps
<i>Demonstrates age appropriate understanding of global and U.S. geography</i>	Knows nearby states and some nations in each continent; knows basic regional geography of U.S.; knows a variety of eco-systems; appreciates the fragility of eco-balance and complexity of factors that affect it
<i>Demonstrates age appropriate understanding of relationship between human civilization and the environment</i>	Is developing understanding of relation between control of natural resources and the distribution of wealth and power; seeks to conserve resources and protect eco-balance
<i>Demonstrates age appropriate understanding of how science and technology can change people's lives</i>	Understands complex ways that science and technology can make people's lives better (e.g. more productive farming) or worse (e.g. child labor, over-crowded cities); understands basic possibilities and impact of information networking on global relations and distribution of wealth and power
<i>Demonstrates age appropriate understanding of how science and technology can change the environment</i>	Understands that all changes to the environment are potentially serious; is beginning to understand complexity of some issues (e.g. fossil fuel use and global warming)
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Map measurements, legends, and major map projections and their implications</li> <li>• Basic U.S. regional geography</li> <li>• The fragility and inter-dependent relationships of eco-systems</li> <li>• The impact of various human activities on eco-balance</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Reading and making maps to convey abstract information</li> </ul>
<b>Time, Continuity and Change</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of local and U.S. history</i>	Understands how and why civilizations can grow and decline, factors that can cause conflict or destruction; names some times and places of revolution or radical socio-political change
<i>Demonstrates age appropriate understanding that people may view or describe the world and events differently</i>	Understands that history is written by humans and can differ or change according to their purpose, perspective or bias, and/or the context
<i>Demonstrates age appropriate understanding of passage of time, change and cause and effect</i>	Is developing a sense of historical sequence from planet origin to present; understands some factors that have influenced evolution and human groups
<i>Uses a variety of age appropriate tools for finding and conveying historical information</i>	Works with oral histories; reads biographies and other primary and secondary references; reads and makes detailed timelines
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• People need certain things in order to develop complex societies</li> <li>• Some civilizations have declined because of environmental reasons</li> <li>• Some civilizations have declined because the people's needs weren't being met</li> <li>• History can be rewritten</li> <li>• Over time humans have evolved and adapted to or changed their situations</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Reading, responding to and reflecting on histories</li> <li>• Using primary resources</li> <li>• Reading and making detailed time-lines</li> </ul>

<b>Civics and Governance</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Practices age appropriate civic discussion and democratic processes</i>	Initiates or leads peer or classroom meetings; raises issues and questions appropriately with adults; participates in planning student government
<i>Demonstrates age appropriate understanding that formal and informal actors influence public policy</i>	Understands that officials may make decisions by conscience or as representatives of others; is aware of potential influence of the media, lobbying, money, privilege and politics
<i>Demonstrates age appropriate understanding of actions citizens can take to influence policy</i>	Is beginning to understand strategies and relative effectiveness of voting, politicking, publicity, and civil disobedience
<i>Demonstrates age appropriate understanding of purpose and kinds of governments</i>	Understands that governments also maintain infrastructure, economic policies and international relations; knows that they may be monarchy, democracy, communist or other form
<i>Demonstrates age appropriate understanding of ideals and representative principles of U.S. government</i>	Knows the Constitution as the "rule book" and its role in establishing checks and balances; knows basics of Bill of Rights
<i>Demonstrates age appropriate understanding of structure and functions of branches of U.S. government</i>	Understands the basic functions of and system of checks and balances between the 3 branches; understands the basic roles of federal, state and local governments
<i>Demonstrates age appropriate understanding that governments may/may not meet the needs of citizens</i>	Knows that some citizens are disenfranchised or marginalized; knows that government officials can disagree about the rules
<i>Demonstrates age appropriate understanding that governments may/may not conflict with each other</i>	Knows that governments can work together or conflict; understands some reasons why governments might conflict
<b>Curriculum Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• In the U.S. the Constitution defines the roles and powers of the government</li> <li>• In the U.S. there are three branches of government that are intended to check and balance each other</li> <li>• In the U.S. there are specific ways that people, groups and interests can influence the government</li> <li>• Governments maintain infrastructure, economic policies and international relations</li> <li>• Governments may be democracies, monarchies, or take other forms</li> <li>• Governments do not always meet the needs of their people</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Initiating, seeking, participating in and contributing to group discussions and problem solving</li> <li>• Participating in planning of the student government</li> <li>• Taking appropriate actions to try to effect change in adult decision making or institutions</li> </ul>
<b>Economics</b>	
<b>All-School Standards:</b>	<b>Benchmarks for Sixth Grade:</b>
<i>Demonstrates age appropriate understanding of the role of money in everyday life</i>	Understands that gold, shares and other commodities are agreed-upon units of value for exchange, trade and profit
<i>Demonstrates age appropriate understanding of purpose and kinds of economic systems</i>	Understands capitalism works based on exchange of goods and services for profit; knows there are other systems in the world
<i>Demonstrates age appropriate understanding of how scarcity and choice govern U.S. economic decisions</i>	Is beginning to understand how supply and demand, scarcity and choice affect prices and policies
<b>Content:</b>	
<b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Currencies are developed to facilitate the exchange of goods and services</li> <li>• The value of currencies is determined by people's confidence in what is backing them</li> <li>• Capitalism is based on the idea that exchanging goods and services for profit serves everyone's needs</li> <li>• The prices of goods and services are most influenced by supply and demand</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• NA</li> </ul>