Partners in LEARNING

6

GUILFORD COUNTY SCHOOLS 2007 - 2008

Dear Parent/Guardian:

We welcome your child to middle school and a successful sixth grade year. This brochure provides an overview of what will be taught this year in each subject area. There are also sample learning activities and developmental characteristics for this age group, as well as suggested reading. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at this grade level.

Parents play a key role in their child's school success as we focus on improving achievement for all students. You will be informed about the statewide accountability standards by your school and may also access this information on Guilford County Schools' website at www.gcs.k12.nc.us. In addition, we urge you to monitor progress through interim reports, teacher conferences and daily conversations with your child about schoolwork. Also, carefully review report cards and test results, and communicate frequently with your child's teachers.

We look forward to being partners in learning with you throughout your child's school career.

Sincerely,

Terry B. Grier, Superintendent

Developmental Characteristics

Children develop in a natural progression of growth, moving through predictable stages of development. Not all children move through these phases at the same pace. Children pass through developmental stages at their own rates.

Students, ages twelve to fourteen, in grades six through eight, are similar in the ways they learn. They learn by doing, experiencing and using their senses. Some general characteristics for twelve-year-olds are as follows:

- Displays a wide range of skills and abilities
- Ranges from the concrete stage to the ability to deal with the abstract
- Is very curious and growing in mental ability
- Prefers active learning activities
- Prefers interaction with peers during learning activities
- Is willing to learn useful things
- Shows heightened self-centeredness
- Will argue to convince others or to clarify own thinking
- Begins to show independent, critical thinking

Partners in Learning is produced by the Division of Curriculum and Instruction, Guilford County Schools.

Information Skills (Media)

- Participates in reading aloud, storytelling, book talking, and self-selected reading experiences
- Distinguishes the characteristics of literary genre
- Explains the characteristics of award-winning books
- Collects and compares information about diverse cultures, environments and peoples
- Develops a search strategy for continuous evaluation of the research process
- Accesses and uses NC WiseOwl to meet informational research needs
- Organizes and uses information
- Credits sources of information
- Develops rubrics to evaluate projects
- Identifies characteristics, strengths and weaknesses of different media formats
- Follows acceptable use guidelines in accessing information
- Applies fair use copyright guidelines
- Works collaboratively to locate, select, use and evaluate information formats
- Respects library resources, facilities and personnel

Favorite Authors and Poets of Sixth Graders

Adoff, Arnold
Alexander, Lloyd
Avi
Beatty, Patricia
Brooks, Bruce
Byars, Betsy
Cooper, Susan (*The Dark is Rising* Series)
Curtis, Christopher Paul
Cushman, Karen
Dakos, Kelli
Fox, Paula
George, Jean Craighead
Hahn, Mary Downing
Hamilton, Virginia
Hughes, Langston
Konigsburg, E. L.
L'Engle, Madeleine (*The Time Quartet* Series)
Lewis, C. S. (*The Chronicles of Narnia* Series)
Lowry, Lois
Mazer, Harry
McKinley, Robin
Myers, Walter Dean
Naylor, Phyllis Reynolds
O'Dell, Scott
Paterson, Katherine
Paulsen, Gary
Peck, Richard
Rowling, J. K.
Stanley, Diane (Biographies)
Simon, Seymour (Planets Series)

LANGUAGE ARTS

Reading

- Narrates fictional or autobiographical accounts
- Explores expressive materials that are read, heard and viewed
- Interacts appropriately in group settings by listening, showing empathy, contributing relevant comments, connecting personal experience to content and monitoring own understanding of the discussion
- Reflects on learning experiences
- Explores informational materials that are read, heard and/or viewed by reviewing, restating and summarizing, determining the importance, making connections, monitoring comprehension, drawing inferences and generating questions

- Uses multiple sources of print and non-print information in developing informational materials such as brochures, newsletters and infomercials
- Responds to public documents such as editorials and school or community policies that establish a position by summarizing, distinguishing between fact and opinion and communicating the position clearly
- Explores the problem/solution process by studying examples, preparing individual and/or group essays and presentations
- Studies arguments that evaluate through exploring examples and preparing individual and/or group essays and presentations
- Determines the purpose of the author or creator by exploring any bias and identifying and exploring underlying assumptions
- Develops (with teacher assistance) and applies appropriate criteria to evaluate the quality of communication
- Recognizes and develops the stance of a critic by considering alternative points of view and remaining fair-minded and open to other interpretations
- Increases fluency, comprehension and insight through reading by using effective reading strategies, reading self-selected literature, discussing literature, taking an active role in whole class seminars and discussing and analyzing the effects of literary devices
- Interprets text by explaining elements, investigating examples of distortion and recognizing underlying messages
- Studies the characteristics of literary genres

Favorite Books of Sixth Graders

Tuck Everlasting, Natalie Babbitt
Catherine Called Birdy, Karen Cushman
Homesick, Jean Fritz
The People Could Fly, Virginia Hamilton
The View from Saturday, E. L. Konigsburg
Ella Enchanted, Gail Carson Levine
Number the Stars, Lois Lowry
Good Night, Maman, Norma Fox Mazer
Beauty, Robin McKinley
Dark-Thirty: Southern Tales of the Supernatural, Patricia McKissack
Rascal, Sterling North
Mrs. Frisby and the Rats of NIMH, Robert C. O'Brien
A Single Shard, Linda Sue Park
The Witch of Blackbird Pond, Elizabeth George Speare
Maniac Magee, Jerry Spinelli
The Cay, Theodore Taylor
The Devil's Arithmetic, Jane Yolen

Writing

- Experiences modeling of good literature
- Recognizes options in writing
- Uses narrative, descriptive, explanatory and persuasive writing
- Attempts many different types of writing, including poetry
- Uses vivid descriptions and appealing language
- Chooses the most important information available
- Uses prewriting strategies including graphic organizers
- Organizes information to get the clearest and most readable message
- Holds conferences with peers and teachers
- Relates speaking, listening and viewing to writing
- Learns to write several drafts of papers
- Begins to see self as editor of own and others' work
- Eliminates common errors in usage
- Builds longer, more complex sentences
- Uses rubrics to evaluate writing
- Writes for multiple audiences and purposes
- Participates in quarterly writing benchmarks

Writing Process

Prewriting is the process that helps writers prepare to write. The student spends time gathering information, using graphic organizers, experimenting with ideas and plotting a course. Prewriting is essential to the writing process.

Drafting is the stage of making choices about the content of an essay. This is the student's first attempt at writing a piece.

Revising is essential in the writing process. It is the correction of usage and mechanics as well as the step that permits a student to improve the writing content.

Editing occurs only after the writer feels satisfied with the content and organization of the writing. This step allows a student to remove errors that would distract the reader.

Publishing provides a chance for students to complete a product, see themselves as "authors," read with appreciation and learn from others.

Guidance

- Discusses how one's behavior influences the feelings and actions of others
- Demonstrates skills for improving one's attitude toward self and others
- Understands the importance of planning and preparing for her/his future in the world of work
- Discusses the variety and complexity of occupations and jobs
- Demonstrates competencies and skills for interacting with others
- Demonstrates an awareness that all persons have the need to belong and to be accepted by others
- Demonstrates skills in being responsible for own behavior

Advanced Learner Program

Advanced Learners are described as students who demonstrate remarkably high levels of accomplishment when compared with others of their age, experience or environment.

In language arts and/or mathematics, all Advanced Learners receive appropriate differentiated instruction in the regular classroom. In these subjects, students who are found eligible at the *Strong* level or above participate in rigorous courses. Additionally, differentiated activities in Science and/or Social Studies are provided through appropriate instructional strategies within the regular classroom for all Advanced Learners.

Students found eligible for *Very Strong* services may choose to participate in full-time classes designed to meet their needs at a separate school location.

Mathematics

Number & Operation

- Develop number sense for negative rational numbers
  - Connect model, number word, and number using a variety of representations, including a number line
  - Compare and order rational numbers
  - Make estimates in appropriate situations
- Develop meaning for percents
  - Connect the model, number word, and number using a variety of representations
  - Make estimates in appropriate situations
- Compare and order rational numbers
- Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers
  - Analyze computational strategies
  - Describe the effect of operations on size
  - Estimate the results of computations
  - Judge the reasonableness of solutions
- Develop fluency in the use of factors, multiples, exponential notation, and prime factorization
- Use exponential, scientific and calculator notation to write very large and very small numbers
- Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil

Measurement

- Estimate and measure length, perimeter, area, angles, weight, and mass of two and three dimensional figures, using appropriate tools
- Solve problems involving perimeter/circumference and area of plane figures
- Model the concept of volume for rectangular solids as the product of the area of the base and the height
- Convert measures of length, area, capacity, weight and time expressed in a given unit to other untis in the same measurement system

Geometry

- Identify and describe the intersection of figures in a plane
- Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them
- Transform figures in the coordinate plane and describe the transformation
- Solve problems involving geometric figures in the coordinate plane
- Construct congruent segments, congruent angles, bisectors of line segments, and bisectors of angles
- Define and identify interior, exterior, complementary, and supplementary angles, and pairs of lines including skew lines
- Define and identify alternate interior, alternate exterior, corresponding, and vertical angles
- Identify and distinguish among similar, congruent and symmetric figures; name corresponding parts

Data Analysis & Probability

- Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distributions tables, permutations, combinations, and the Fundamental Counting Principle
- Use a sample space to determine the probability of an event
- Conduct experiments involving simple and compound events
- Determine and compare experimental and theoretical probabilities for simple and compound events
- Determine and compare experimental and theoretical probabilities for independent and dependent events
- Design and conduct experiments or surveys to solve problems; report and analyze results

Algebra

- Simplify algebraic expressions and verify the results using the basic properties of rational numbers
  - Identity
  - Commutative
  - Associative
  - Distributive
  - Order of operations
- Use and evaluate algebraic expressions.
- Solve simple (one and two step) equations and inequalities
- Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios
- Recognize both linear and nonlinear relationships

Related Books

Anno's Mysterious Multiplying Jar, Masaichiro Anno
Mathamusements, Raymond Blum
One Grain of Rice: A Mathematical Folktale Around the World, Demi
Real World Math for Hands-On Fun! Cindy Littlefield
Sir Cumference and the Dragon of Pi, Cindy Neuschwander
263 Brain Busters: Just How Smart Are You Anyway? Louis Phillips
On Beyond a Million, David Schwartz
Grapes of Math: Mind-Stretching Math Riddles, Greg Tang

Science

Scientific Inquiry

- Generates questions and hypotheses that can be answered through scientific investigations
- Develops appropriate experimental procedures for questions
- Applies safety procedures in laboratory and field studies
- Identifies variables in scientific investigations:
  - Identify dependent and independent
  - Use of a control
  - Define operationally
- Uses mathematics to gather, organize, and present quantitative data resulting from scientific investigations
- Prepares models and simulations to test hypotheses
- Uses oral and written language to communicate findings and defend conclusions
- Utilizes technology to research, gather and analyze data, visualize data, and disseminate findings
- Analyzes information from a scientifically literate viewpoint by accessing scientific text and press articles

Technological Design

- Describes many concepts of "technology"
- Uses technology to identify scientific needs and locate resources
- Evaluates technological designs for application of scientific principles, risks and benefits, and constraints
- Applies tenets of technological design to make informed consumer decisions

Lithosphere

- Evaluates the forces that shape the lithosphere, including crustal plate movement, folding and faulting, deposition, volcanic activity, and earthquakes
- Explains the model for the interior of the earth
- Describes the formation and uses of earth materials
  - Rock cycle
  - Minerals
  - Characteristics of rocks
  - Economic uses of rocks and minerals
  - Value of gems and precious metals
  - Common gems, minerals, precious metals and rocks found in N.C.
- Analyzes soil properties that can be observed and measured to predict soil quality:
  - Horizon profile
  - Color
  - Infiltration
  - Soil temperature
  - Structure
  - Consistency
  - Texture
  - pH
  - Fertility
  - Soil moisture
- Evaluates ways in which human activities have affected Earth's pedosphere and measures taken to control the impact:
  - Vegetative cover
  - Agriculture
  - Land use
  - Nutrient balance
  - Soil as a vector
- Assesses the use of technology and information systems in monitoring lithospheric phenomenon.
- Concludes that the good health ofenvironments and organisms requires:
  - Monitoring of the pedosphere
  - Taking steps to maintain soil quality
  - Stewardship

Cycle of Matter

- Describes the flow of energy and matter in natural systems
- Evaluates the significant role of decomposers
- Illustrates how plants make their own food
- Evaluates the significance of photosynthesis to other organisms
- Evaluates designed systems for ability to enable growth of certain plants and animals.

Related Books

My Side of the Mountain, Jean Craighead George
Hatchet, Gary Paulsen
There's an Owl in the Shower, Jean Craighead George

Solar System

- Analyzes the components and cycles of the solar system including the revolution and rotation of stellar, planetary and lunar bodies
- Compares and contrasts the Earth to other planets in terms of:
  - Size
  - Composition
  - Relative distance from the sun
  - Ability to support life
- Relates the influence of the sun and the moon's orbit to the gravitational effects produced on Earth
- Describes space explorations and the benefits gained from them
- Describes the setting of the solar system in the universe including the galaxy, size, and uniqueness of Earth.
- Analyzes the other benefits generated by space exploration technology including: medical, materials, transportation, processes and future research

Related Books

The White Mountains, John Christopher
Pool of Fire, John Christopher

Energy Transfer and/or Transformation

- Determines how convection and radiation transfer energy
- Analyzes heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium
- Analyzes sound as an example that vibrating objects generate waves that transfer energy
- Evaluates data for qualitative and quantitative relationships associated with energy transfer and/or transformation
- Analyzes the physical interactions of light and matter:
  - Absorption
  - Scattering
  - Color perception
  - Form& function of the human eye
- Explains the Law of Conservation of Energy
- Analyzes response to heat to determine materials suitable for use in technological design

Population Dynamics

- Describes ways in which organisms interact with each other and with non-living parts of the environment
  - Coexistence/ Cooperation/ Competition
  - Symbiosis
  - Mutual dependence
- Investigates factors that determine the growth and survival of organisms
  - Light
  - Temperature range
  - Mineral availability
  - Soil/rock type
  - Water
  - Energy
- Explains how changes in habitat may affect organisms
- Evaluates data related to human population growth, along with problems and solutions
  - Waste disposal
  - Food supplies
  - Resource availability
  - Transportation
  - Socio-economic patterns
- Examines evidence that overpopulation by any species impacts the environment.
- Investigates processes which, operating over long periods of time, have resulted in the diversity of plant and animal life present today
  - Natural selection
  - Adaptation

Other Related Books:

The Longitude Prize, Joan Dash
Space Encyclopedia, DK
Flicker Flash, Joan Bransfield Graham
An Old Shell: Poems of the Galapagos, Tony Johnston
The New Way Things Work, David Macaulay
Destination Mars, Seymour Simon
Girls Think of Everything: Stories of Ingenious Inventions by Women, Catherine Thimmesh
A Drop of Water: A Book of Science and Wonders, Walter Wick

Social Studies

- Identifies the origins, characteristics and influences of major groups of people in Europe and the former Soviet Republics
- Describes similarities and differences among people of Europe and the former Soviet Republics
- Assesses the role, status and social class of individuals and groups in Europe and the former Soviet Republics, past and present
- Assesses and describes the influence of major religions, ethical beliefs and aesthetic values on life in Europe and the former Soviet Republics
- Analyzes economic, social and political situations which involve ethical and moral dilemmas
- Locates major physical features and suggests the influence of their location on life in Europe and the former Soviet Republics
- Defines regions and identifies various regions within Europe and the former Soviet Republics
- Compares the physical and cultural characteristics of regions within Europe and the former Soviet Republics
- Distinguishes between developed and developing regions in Europe and the former Soviet Republics
- Describes how the people of Europe and the former Soviet Republics use and modify their environment
- Analyzes causes and consequences of the misuse of the physical environment and proposes alternatives
- Compares ways in which people, goods, and ideas moved in the past in Europe and the former Soviet Republics with their movement today
- Analyzes changes in the movement of people, goods, and ideas have affected ways of living in Europe and the former Soviet Republics
- Evaluates the relationship of the nations of Europe and the former Soviet Republics to each other, to other world nations, and to world affairs
- Explains how nations in Europe and the former Soviet Republics are organized politically
- Describes how nation-states interact with each other
- Analyzes how foreign policy is made and the means by which it is carried out
- Assesses the role of major international organizations in Europe and the former Soviet Republics
- Examines and describes how societies in Europe and the former Soviet Republics govern now and in the past themselves
- Analyzes how the societies in Europe and the former Soviet Republics deal with issues of justice
- Identifies economic resources found in Europe and the former Soviet Republics and explains relationships between the location of natural resources and economic activities
- Analyzes ways economic resources are used and the effects of unequal distribution of resources
- Describes the characteristics of economies in Europe and the former Soviet Republics and how they have changed over time

- Assesses economic institutions in terms of how well they enable people to meet their needs
- Analyzes economic relationships in Europe and the former Soviet Republics
- Describes the effects of interdependence on economies
- Evaluates the influence of inventions, discoveries and innovations on economic interdependence
- Analyzes changes in ways of living and investigates why and how these changes occurred
- Describes and analyzes changes which have occurred in ways of living in Europe and the former Soviet Republics
- Identifies examples of cultural interaction within and among regions in Europe and the former Soviet Republics
- Traces an economic, political or social development through the history of Europe and the former Soviet Republics; judges its impact and predicts future changes

Related Books

A Medieval Feast, Aliki
Mapping Our World, Martyn Bramwell
Lily's Crossing; Nory Ryan's Song, Patricia Reilly Giff
Heart to Heart, Jan Greenberg, editor
Rose Blanche, Robert Innocenti
What You Never Knew About Fingers, Forks, and Chopsticks, Patricia Lauber
Castle; Cathedral, David Macaulay
Baseball Saved Us, Ken Mochizuki
Girl of Kosovo, Alice Mead
The Butterfly, Patricia Polacco
Mississippi, Diane Siebert
If the World Were a Village, David J. Smith

Music

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this level is primarily experiential and hands-on. Students at this level may choose from either beginning instrumental music (band or orchestra) or choral/general music within the sixth grade exploratory wheel. Within these courses the focus areas include:

- demonstrating appropriate expressive and technical vocal and instrumental practices.
- demonstrating pitch and rhythmic accuracy.
- reading and notating rhythmic and melodic patterns.
- identifying and applying traditional symbols and terms and using appropriate terminology.
- improvising, composing and arranging music.
- listening to, analyzing and evaluating music.
- developing understanding of music in relation to history, culture and other content areas.
- showing respect for the efforts of others.

Related Books

Aida, Leontyne Price, reteller
I See the Rhythm, Toyomi Igus
Lives of the Musicians: Good Times, Bad Times (and what the neighbors thought), Kathleen Krull
The Blues Singers, Julius Lester

Art

The study of visual arts is cumulative and sequential to include learning introduce and emphasized at previous grade levels. The emphasis at this level is on:

- using media.
- imagining and implementing images.
- elaborating on an idea or theme.
- applying the elements of art and the principles of design.
- art as a means of communication and persuasion.
- interpreting the environment.
- visual arts purpose and function in history and cultures.
- contributions of visual arts in various cultures.
- purposes for creating works of art.
- identifying connections, similarities and differences.
- the impact of technology on the arts.
- art as a vocation and avocation.

Related Books

Round Buildings, Square Buildings and Buildings that Wiggle, Philip Isaacson
A Poke in the I, Paul Janeezko
Journeys Through Art, J. D. Lewis
Light Shining Through the Mist: A Photobiography of Dian Fossey, Tom L. Mathews
Michelangelo, Diane Stanley

Foreign Language

Foreign Language in the sixth grade is a non-sequential program scheduled as part of the exploratory wheel.
Languages that are offered at most schools include French, Latin and Spanish. The emphasis of these second language programs is on:

- communication through learned words and phrases dealing with familiar topics.
- pre-reading/writing activities through oral language.
- connections to the grade level curriculum.
- awareness of other cultures.
- comparison of culture and language to the students' own culture and language.
- awareness of the importance of learning another language and culture.

Career and Technical Education In 6th Grade

Career and Technical Education at the sixth grade level accentuates the development of career decision-making skills and an understanding of the nature and characteristics of a wide variety of careers. Emphasis is placed on assisting students in understanding and planning for the multiple career and educational options available to them. Students utilize computer software to begin the formulation of a career/educational development plan (course of study) for use in grades 7-12. Students have a 12-week rotation in three curriculum areas:

- Exploring Business and Marketing
- Exploring Life Skills
- Exploring Technology

Computer/Technology Skills

As a North Carolina requirement for graduation from high school, all students must pass the Computer Skills Test. The test is given to eighth graders in two parts: (1) a performance part administered on the computer; and (2) a multiple choice test.

Working alone at the computer, the student will be given a performance test in three sections to demonstrate proficiency in:

Part 1: Desktop Publishing
- Combines Keyboarding and Word Processing/Editing
- Manipulates word processing documents
- Additional tasks: spelling, centering, moving text, i.e., cut and paste, inserting text, typing skills, line spacing, deleting text, manipulating font size and type, i.e., bold, italicize

Part 2: Database Use
- Uses an existing database to answer questions
- Tests knowledge of various database functions, e.g., sorting, performing a search
- Additional task: addition of a field and appropriate records to a secondary database

Part 3: Spreadsheet Use
- Uses existing spreadsheet to answer questions
- Additional tasks: modifies a spreadsheet by labeling a new column and adding records; creates a chart (graph)

The multiple choice test contains 70 questions on societal issues, ethics, care and operations, database and spreadsheet use, keyboarding techniques, word processing, desktop publishing, telecommunications and multimedia presentations.

If a student does not pass one or both portions of the test, s/he will have opportunities to receive remediation and retake the failed portion.

Character Traits

Building good character is an important part of every child's education and is a joint responsibility of home and school. In the Guilford County Schools, promoting ethical standards is an integral part of the learning process. The eight cornerstones of goodcharacter which parents and teachers are asked to teach and model are as follows:

Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

Caring-Compassion

- Treating others with compassion, generosity and friendship, recognizing that everyone feels hurt, confused and angry from time to time
- Seeking understanding and reconciliation with other members of a community in conflict

Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

Integrity

- Carrying out your responsibilities without claiming credit for someone else's work
- Willing to acknowledge wrongdoing
- Being truthful and trustworthy

Determination

- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Doing your best always

Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others, without expectation of reward

Healthful Living Education

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students.

Major Emphases for Grades 6 – 8

The students will be aware of the important health risks for their age group and be able to appraise their own health and fitness status, healthful behavior, and potential for health risk.

The students will be able to enact non-violent conflict resolution strategies, exhibit behaviors productive to group functioning, define the rights of individuals in relationships, and communicate feelings and expectations clearly.

The students will be able to protect themselves from health risks arising from fire, substance abuse, insufficient activity and water recreational activities, and they will recognize the value of abstaining from sexual intercourse until marriage. Additionally, students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

The students will know the principles of exercise and diet that contribute to the development of personal fitness. The students should be very comfortable in all aspects of heart rate monitoring (knows his/her resting heart rate, target heart rate, recovery rate), demonstrating FIT Guidelines, and developing sound exercise practices.

The students will be able to demonstrate the ability to set one's own goals, develop an awareness and respect of cultural diversity through participation in physical activities, understand and apply basic principles of training, and develop abilities to function in group activities. They will also be able to perform a wide variety of body management skills and recreational dances (square dance, international folk dance, and social dance).

The students will be able to perform the skills necessary for participation in a variety of small-sided team, dual, and individual lifetime activities. Students will engage in physical activities that provide for challenge, problem solving, and decision-making, appropriate risk-taking choices, fair play and sportsmanship behaviors.

Related Books

Hoops with Swoopes, Susan Kuklin
Champions: Stories of Ten Remarkable Athletes, Bill Littlefield