



COURSE DESCRIPTIONS

6th Grade



6th Grade English Language Arts

Course Description and Goals

The English Language Arts (ELA) program is a 2 period integrated program based on the Common Core Standards. Students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully – the must-have skills for college and career, using both digital and print approach. Students read various forms of classic and contemporary literature. **Independent reading outside of class is required.**

Skills emphasized include the following:

- Comprehension strategies
- Vocabulary
- Literary concepts
- Writing techniques & styles
- Research skills
- Note taking
- Grammar usage and mechanics
- Spelling
- Listening skills
- Speaking skills

Open to: Grade 6

Prerequisite:

Course Length: Year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade World Geography

Course Description and Goals

Our text, *Geography Alive! Regions and People* creatively challenges students to use the tools of geography to view, analyze, and understand the world around them. The program's case-study approach turns students into geographic thinkers. As an additional benefit, the program has been carefully designed to build students' content area reading skills. In our classroom, students don't just read textbooks and answer questions, they discover information for themselves, they feel the emotions of historical figures, they reason through problems, they debate complex issues. Students will interact in pairs and groups so they are engaged in their own learning. There are also opportunities for personal reflection and processing.

This year we will also work towards some of the Common Core Learning Standards in the categories of Reading: Informational Texts and Writing.

Units of study:

- The Tools of Geography
- A Spatial Way of Thinking
- National Parks: Saving the Natural Heritage of the U.S. and Canada
- Central/South America Mapping Lab
- Indigenous Cultures: The Survival of the Maya in Mesoamerica
- Land Use Conflict in the Amazon Rainforest
- The Mayas; The Aztecs; The Incas
- Daily Life in Tenochtitlan
- Achievements of the Mayas, Aztecs, and Incas
- The Great Lakes: Freshwater Treasures
- Settlement Patterns of the U.S. and Canada
- Migration to the United States



6th Grade World Geography continued

Skills Analysis

The following skills will be taught and assessed throughout the year:

- Map skills
- Comparing and contrasting
- Sequencing events
- Creating a timeline
- Analyzing cause and effect
- Making predictions
- Framing questions to research
- Distinguishing fact from opinion
- Selecting useful information
- Drawing sound conclusions
- Identifying frame of reference and point of view
- Identifying bias, stereotyping, and propaganda
- Conducting a cost-benefit analysis

Classroom Expectations

Classroom behavior is guided by a few rules: Be safe, Be respectful, Be responsible. These guidelines will help to build a cooperative, tolerant classroom community.

Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Accelerated Math

Course Description and Goals

Grade 6 Accelerated Mathematics is a combination of Grade 6 and Grade 7 Common Core State Standards.

- Grade 6 Mathematics focuses on four (4) critical areas: 1). Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2). Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3). Writing, interpreting, and using expressions and equations; and 4). Developing understanding of statistical thinking.
- Grade 7 Mathematics focuses on four (4) critical areas: 1). Developing understanding of and applying proportional relationships; 2). Developing understanding of operations with rational numbers and working with expressions and linear equations; 3). Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4). Drawing inferences about populations based on samples.

Ratios and Proportional Relationships

- Understanding ratio concepts and use ratio reasoning to solve problems
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.



6th Grade Accelerated Math continued

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Open to: Grades 5 and 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Math

Course Description and Goals

The 6th Grade math class is designed to teach the necessary skills and concepts in an integrated fashion so that students can be proficient and feel confident in their mathematical abilities.

Content

- Problem solving
- Rounding, place value
- Decimal concepts and operations
- Estimation
- Equations
- Geometry, measurement
- Graphing, data analysis, consumer math
- Fraction concepts
- Ratio, proportion, percent
- Probability

Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Science

Course Description and Goals

The 6th Grade Science curriculum is The Smithsonian Institution of National Science or STC. These kits provide curricula that fully address the science standards and present students with opportunities to engage directly with natural phenomena, tools of science, real world problems, and the technical challenges. The program provides an instructional framework to develop age appropriate science habits of mind while building on students' prior knowledge and problem solving strategies.

The STC is aligned with the National Science Education Standards and based on successful student learning styles.

The lessons and units follow a carefully constructed conceptual sequence, building on knowledge, ideas, and process skills.

Students work independently and collaboratively to perform investigations, ask questions, make and test predictions, share their findings, and apply scientific skills and knowledge to new situations in science.

Topics and Units

- Exploring the properties of matter
- Experimenting with mixtures, compounds, and elements
- Force and motion
- Clouds and the water cycle
- Study of flight and building hot air balloons

Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Physical Education

Course Description and Goals

At Payette Lakes Middle School we are dedicated to promoting a productive life for all our students. Students will participate in both cardiovascular activities and muscular development. We also acknowledge that sports can provide unique lessons for them when they enter the “real world”; therefore, we emphasize participation, physical fitness, and sportsmanship in a variety of sports. The Presidential Fitness testing is used as an important record of student fitness progression with one test at the beginning of the year, one mid-year, and one at the end. Appropriate participation and attitude is expected at all levels and is paramount in grading students.

This introductory level of physical education is a co-ed required class. This class meets everyday on a rotational basis with 6th grade band. We expose students to as many team and individual sports as possible. We introduce conditioning throughout the year. Making activity fun is important at this level. Each student must have clean gym shoes only worn in P.E. to participate. Each team sport is included to prepare students for interscholastic sports. The seeds for good sportsmanship and team work are begun here.

Content

Various sports including but not limited to:

- Basketball, soccer, kickball, dodgeball, floor hockey, racket sports, ultimate frisbee, bowling
- Multicultural sports and invasion games
- Ultimate Frisbee



6th Grade Physical Education continued

Fitness activities such as:

- Strengthening work with bands
- Walk/run activities
- Stretching activities, relaxation techniques, yoga

Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Computer Exploratory

Course Description and Goals

The 6th Grade Computer Exploratory is designed to acquaint students with basic computer principles and terminologies associated with the integration of current software/hardware. The primary focus will be centered on beginning keyboarding skills. Keyboarding (software program) with an introduction to word processing constitute the curriculum:

- Computer history
- MDSO operating systems/network server
- Keyboarding
- Word processing
- Computer safety issues
- Personal safety when online

Requirements

Students are expected to take care of the computers in the computer lab. The following will be strictly enforced:

- No food, drink, candy, or gum in the computer lab
- If you break it.....fix it
- If you can't fix it....report it
- Internet discipline infractions are covered in the District Internet Acceptable Use Policy

Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Art Exploratory

Course Description and Goals

This is an exploratory art class that offers a wide variety of art activities to help students gain confidence in their artistic abilities and develop interest for future in-depth study.

Art Topics:

- Elements of color
- History of famous artists
- Still life
- Water color
- Sketch, weaving, pointillism, form, texture
- Mono prints, relief prints, graphic prints

Students will do an independent art project and teach a lesson from a famous artist.

Mediums used will be markers, chalk, charcoal, pencil, paint, tissue paper, yarn, clay, and construction paper

Course length is 3-three week blocks

Expectations:

Students should come to class prepared with the appropriate art supplies. This is a class and not recess. I expect students to follow the rules and work on art projects.

Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade



6th Grade Band/Choir

Course Description and Goals

The sixth grade band course is designed to offer every student the opportunity to learn to play a wind instrument or percussion instrument. The primary focus of this ensemble class will be to study instrumental performance techniques. The choir will focus on developing performance material for Veterans in the Idaho Veteran's Hospital. Music theory and music history will also be elements in this class. This group will give two concerts during the year. This class will focus on basic music education concepts.

Content

- Learning and improving individual skill on their instrument
- Range development on individual instruments
- Accuracy of notes on instruments
- Rhythms and counting techniques
- Listening skills
- Reading music
- Practice techniques

Participation

Students need to come to class with instrument, music, and necessary classroom supplies to redeem full formative points for the day. Students cannot develop formative learning if they do not come prepared to class. If a student is unable to, or does not participate in the class, then points will not be awarded. (Formative Homework Assignment – in development)

Concert Attendance

Concert attendance is a mandatory part of the summative assessment. We work hard in class to prepare music for a public performance. If a conflict or illness inhibits you from making a mandatory performance, full or partial credit can be attained by completing a "Missed Concert" assignment. It will be provided to you upon your request. Additional credit is given for attending public concert performances.



6th Grade Band/Choir continued

Concert Schedules

Please refer to the calendar and webpage for updated concert schedules.

Practice Time

Students need to be practicing at home. Practice time is intended to help students retain the information covered in class. This time should be used to practice the selections the students need to play as a “Benchmark,” as well as other materials/concepts covered in class. It is recommended that students practice two 20 minutes practice sessions per week to develop the muscles necessary to play. If your child wants to play more please encourage them to do so. Students may practice more if they would like. Students will be given practice time slips or they can be downloaded from the webpage.

A total of 320 minutes is due every nine weeks. Students will turn in two “Practice Time Sheets” per nine weeks for a total of 320 minutes – that equals two 20 minute practice session per week.

Due dates for the practice logs are located on the bottom of the log

Benchmarks

Benchmarks are playing tests designed to help students learn new concepts as they progress through the class. They start off simply to allow students to be success early. As they progress they build on the previous concept. Please use the benchmark guide below to help your student stay on task. Students will be given 10 points for playing the benchmark and 0 points if they are unable to do so. A benchmark is a skills based test and may be taken as many times as needed to pass. However, students need to pass the benchmark within the reporting period to obtain credit.



6th Grade Band/Choir continued

Grading Policy

Grades will be assigned based on formative work developed in class, performance attendance, completed practice time (practice at home), and “benchmark tests” (playing tests.) Information gathered with assessments will be used to develop a plan for individual improvement.

15%	Formative Assessments
	<ul style="list-style-type: none">• Daily work in class• Daily assessments conducted in class to form learning.• Practice times• Other TBD
85%	Summative Assessments
	<ul style="list-style-type: none">• Concerts• End of Unit tests• Playing tests – (Benchmark Exams)<ul style="list-style-type: none">○ See Semester 1 and 2 syllabus below

An average of assessments will be used to assign the final grade:

A 90-100	B 80-89	C 70-79	D 60-69	F 59-
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Open to: Grade 6

Prerequisite:

Course Length: One year

Class fee: No

Teacher approval: No

Required Course: Yes

Grading policy: Letter grade; see above

Semester 1

BENCHMARK	TIMEFRAME	CONCEPTS/REQUIRMENTS
<u>Number 1</u> First five notes (Lines 1,3,5,7,9,) Doh, Ray, Mee, Fah, Soh	First two weeks	Playing the first five notes up and down. Know the note names, fingerings, make fingering and embouchure transitions from one note to another. Play the exercise 1,2,3,4,5,5,4,3,2,1. (Refer to the notes on the top of page #6).
<u>Number 2</u> Essential Element Book 1 Line #11	Week 3 & 4	Playing the first five notes in time. Quarter notes, quarter rest, repeat sign, repeated notes, clef sign, and time signature. (flats, sharps and naturals)
<u>Number 3</u> Essential Element Book 1 Line #18	Week 4 & 5	Playing the first five notes in time. Half notes, quarter notes, half rest, breath mark, repeat sign, repeated notes, clef sign, time signature. (This is the first line that students are required to play the first five notes with leaps and skips).
<u>Number 4</u> Essential Element Book 1 Line #25 (last eight measures)	Week 5 & 6	Playing the first five notes in time. Half notes, quarter notes, whole notes, breath mark, repeated notes, clef sign, time signature. (This line is a little longer and requires some endurance. There are also many repeated notes in a row so students have to work on articulation).
<u>Number 5</u> Essential Element Book 1 Line #31	Week 6 - 8	Bigger leaps, new note, longer phases, and longer, but familiar song. This song requires students to build upon familiar concepts while learning a new note.
<u>Number 6</u> Essential Element Book 1 Lines #40 & #41	Week 7-9	Eighth notes. Dividing the beat. Playing two notes per beat. Work on pulse and playing in a consistent tempo.
<u>Number 7</u> Essential Element Book 1 Concert (Selections from page 12 and 13 Lines #52-#58	2 nd 9 Weeks Weeks 1-6	Concert will consist of selections from page 12 and 13. There may also be a piece of sheet music that the students use for this performance. Encourage your student to play selections that they struggle with. Also, have them play the selections for you in a “mock” performance so you can see how they are doing.
<u>Number 8</u> Essential Element Book 1 Line # 66	2 nd 9 Weeks Weeks 6-9	$\frac{3}{4}$ time signature and the dotted half note (three beat note).

<p><u>Semester Exam</u></p>	<p>Worked on from the beginning of the school year. Exam given the last week of the first semester.</p>	<p>The students will need to identify and play the notes that have been covered from lines #1, #3, #5, #7, #9, #27, #33, #49 (Trombones and Low brass exempt from #49).</p> <p>The students will also have a written examination. Students need to be able to identify the following:</p> <ul style="list-style-type: none"> • Measure – page 3 • Staff - page 3 • Measure line – page 3 • Quarter rest – page 4 • Quarter note – page 4 • Clef signatures – page 5 • Repeat – page 5 • Time signature – page 5 • Half note – page 6 • Breath mark – page 6 • Half rest – page 6 • Whole note – page 7 • Whole rest – page 7 • Fermata – page 8 • Dynamics Piano and Forte – page 9 • Dotted half note – page 14 • Tie – page 14 • First ending – page 16 • Second ending – page 16 • Slur – page 19 • Rhythm math – as taught in class <p>A study sheet will be given to each student to aid them.</p>
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Semester II

BENCHMARK	DATE/ QUARTER	CONCEPTS/REQUIRMENTS	
<u>Number 1</u> Line #76	Second Semester Date TBA	¾ time - signature - key signature - first and second ending – dotted half note - new note (high Ab concert).	
<u>Number 2</u> Line #88	Second Semester Date TBA	Scale exercise, high Bb concert, eighth notes. Playing in time and extending the range of the instrument.	
<u>Number 3</u> Line #103	Second Semester Date TBA	Cooperative music unit- Select a partner to practice and perform with. Objectives: Playing in time, playing together, starting and ending together, duet (two part song), slurs ¾ time signature, and dotted half note.	
<u>Number 4</u> Line #118	Second Semester Date TBA	Dotted quarter note and single eighth note. Playing with an accompaniment.	
<u>Number 5</u> Page #40 Line #1 & #2	Second Semester Date TBA	Bb Concert scale and Bb Concert scale exercise/articulation exercise.	
<u>Special Brass Benchmark</u> Top of page 24	Second Semester Date TBA	Lip slurs for brass players	
<u>Number 7</u> Concert (Selections to be determined)	Second Semester Date TBA	Concert will consist of selections from book and sheet music handed out in class. Encourage your student to play selections that they struggle with. Also, have them play the selections for you in a “mock” performance so you can see how they are doing.	
<u>Semester Exam</u>	Worked on from the beginning of the school year. Exam given the last week of the first semester.	Measure – page 3 Staff - page 3 Measure line – page 3 Quarter rest – page 4 Quarter note – page 4 Clef signatures – page 5 Repeat – page 5 Time signature – page 5 Half note – page 6 Breath mark – page 6 Half rest – page 6 Whole note – page 7 Whole rest – page 7 Fermata – page 8 Dynamics Piano and Forte – page 9 Dynamics – page 11	Dotted half note – page 14 Tie – page 14 Accent – page 15 First ending – page 16 Second ending – page 16 Key signature - 16 D.C. al Fine – page 18 Slur – page 19 Natural – page various Sharp – page various Flat – page various Dotted quarter note – page 22 Single eighth note – page 22 Rhythm math – as taught in class Study sheet will be given to each student to aid them.