

IJ Holton



6th Grade

Family Curriculum Guide

2019-2020

Language Arts

Sixth grade Language Arts will continue students' growth in the areas of reading, writing, listening, and speaking by utilizing different reading strategies, critical thinking skills, vocabulary building, the study of the English Language, and discussions.

This year you can expect to read a variety of fiction and non-fiction including novels, short stories, dramas, poetry, and essays.

Using all components of *The Writing Process*, all writing projects include essays, journal writing, and creative works to express yourself effectively through various mediums of communication in direct correspondence to the Common Core State Standards.

Because we are a community of learners, students can also expect to work periodically in cooperative learning situations and to present information to your peers in collaborative teams as well as individually

Students will *read, write, listen, and speak* for:

- Information and understanding
- Literary response and expression
- Critical analysis and evaluation



Ideas for supporting your child's learning at home:

- Understanding Common Core State Standards:
<https://vimeo.com/51933492>
- Check Parent Portal on a weekly basis for grades and missing assignments
- Check your child's agenda daily and discuss their daily learning.
- You are expected to read outside of class as a component of our course. **You should be reading a minimum of 25 minutes every night!** With approximately 175 school days in the 2019-2020 academic year, that's 4,375 minutes or 73 hours of reading you will be able to complete this school year!!

Language Arts 6 Essential Learning Outcomes

Essential Learning Outcomes	Standards	Chapter(s)
The learner will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text in both literature and informational text.	RL 6.4.1.1 RL 6.5.1.1	All Summer in a Day Tuesday of the Other June The Hitchhiker Eleven Touching Spirit Bear
The learner will be able to determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgements in both literature and informational text.	RL 6.4.2.2 RL 6.5.2.2	Cages The Jacket Eleven Touching Spirit Bear
The learner will be able to describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution in a literature text.	RL 6.4.3.3	The Hitchhiker All Summer in a Day Touching Spirit Bear
The learner will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of a specific word choice on meaning and tone in a literature text.	RL 6.4.4.4	The Hitchhiker Cages All Summer in a Day The Jacket Eleven Poetry Unit
The learner will be able to analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a literature text and contribute to the development of the theme, setting, or plot.	RL 6.4.5.5	Cages Poetry Unit All Summer in a Day
The learner will be able to explain how an author develops the point of view of the narrator or speaker in a literature text, including those by or about Minnesota American Indians.	RL 6.4.6.6	Eleven Summer Dream Touching Spirit Bear
The learner will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in an informational text (e.g., through examples or anecdotes).	RL 6.5.3.3	<i>Super Croc</i> Touching Spirit Bear

The learner will be able to determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	RL 6.5.4.4	The Jacket Touching Spirit Bear
The learner will be able to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	RL 6.5.5.5	The Hitchhiker Poetry Unit Soldier's Heart
The learner will be able to determine an author's point of view or purpose in an informational text and explain how it is conveyed in the text.	RL 6.5.6.6	Poetry Unit Touching Spirit Bear
The learner will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W 6.7.1.1 W 6.7.4.4	Writing: Big Island
With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	W 6.7.5.5	Writing: Big Island

Essentials of Reading

Essentials of Reading focuses on intense, explicit instruction to develop and enhance decoding skills, comprehension skills, vocabulary, and language. This course will provide students with systematic and explicit instruction in sound-symbol relationships, syllable types, morphology, and word attack. To achieve fluency and phrased reading, students will practice with a variety of text genres. Students will use a variety of writing strategies to write about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience.

Summary of major topics for the year:

- Narrative and persuasive writing
- Reading and analyzing a wide variety of fiction and non-fiction text including poetry
- Use a variety of thinking strategies for personal enrichment, inquiry, and problem solving
- Obtain, analyze and synthesize information from a variety of resources to express information, change perspectives, clarify thinking, and make informed decisions

- Phonemic Awareness
- Word Recognition and Spelling
- Vocabulary and Morphology
- Grammar and Usage
- Listening and Reading Comprehension
- Speaking and Writing



Ideas for supporting your child's learning at home:

- Encourage your child to read a minimum of 20 minutes every night at home
- Check Parent Portal weekly for updates on your child's grades and missing assignments.
- Check your child's agenda daily and discuss their daily learning

Newcomer Reading

(for English Language Learner students)

This course is designed to welcome our newest English learners. Students will learn phonics, sight words, and lots of vocabulary to begin to read, write, listen, and speak in the English language. Students will study literature in small and whole groups. Technology is used to engage and enhance practice in each language modality.

What we will be learn:

- Describing people, places, things, and events with relevant details, expressing ideas and feelings.
- Asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Asking and answer questions about key details in a text read aloud or information presented orally or through other media.
- Participating in collaborative discussions about grade level topics and texts with peers and adults.
- Writing narrative, opinion, and informative texts by doing research and using the writing process

Units:

Nice to Meet You

Your School

Your School Day

Everything You Do

At Lunch

Information Everywhere

How Do You Feel?

Brrr! Put our Coat On!

Around Town

All Year Long



Ideas for supporting reading at home:

- Ask your child about what they are doing in reading class.
- Ask them questions about the books that they are reading in English and in your native languages.
- Have your child read to others.
- Ask your child to summarize the book by writing down a few sentences.
- Encourage your child to read at home every day and choose non-fiction and fiction titles. Look for bilingual titles.
- Have your child record themselves on their computers as they read and/ or discuss their books. They can share the videos with you and their teacher.
- Go to the public library to check out books.
- Talk to your child's teacher for more ideas

Math

The Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient. All students need to learn important mathematical concepts, skills and relationships with understanding. The standards described a connected body of mathematical knowledge students learn through the processes of problem-solving, reasoning and proof, communication, connections, and representation.

Numbers and Operations:

- Read, write, represent, and compare positive rational numbers expressed as fractions, decimals, percent, and ratios.
- Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers.
- add, subtract, multiply, and divide fractions, mixed fractions and decimals.



Algebra:

- Recognize and represent relationships between varying quantities using patterns, tables, graphs, and rules.
- Use the idea of maintaining equality to solve equations and expressions involving positive rational numbers.
- Understand and interpret equations, expressions, and inequalities involving variables and positive rational numbers.

Geometry:

- Calculate perimeter, area, surface area, and volume of two and three dimensional figures (parallelograms, quadrilaterals, triangles, trapezoids, kites, rectangular prisms, triangular prisms).
- Understand and use relationships between angles and geometric figures.
- Choose appropriate unit of measurement and use ratios to convert within measurement systems.

Probability:

- Represent probability using fractions, decimals, and percent to solve real world problems.

Ideas for supporting your child's learning at home

- Khan Academy
- BrainPop
- Teacher's Schoology Page
- connected.mcgraw-hill.com
- ALEKS



Math 6 Essential Learning Outcomes

Essential Learning Outcome	Standard	Chapter
The learner will add, subtract, multiply, and divide fractions, mixed numbers, decimals, and whole numbers in standard algorithms and real-world problems.	6.1.3.4	Chapters 3 & 4
The learner will convert between fraction, decimal, and percent.	6.1.1.4	Chapter 2
The learner will understand the concept of ratio and rates and their relationship to fractions.	6.1.2.3	Chapter 1
The learner will convert either standard or metric units of measurement.	6.3.3.1	Supplement material in
The learner will use the idea of maintaining equality to solve equations, expressions, and inequalities in real-world problems involving positive rational numbers.	6.2.3.2	Chapters 6, 7, 8
The learner will calculate perimeter and area of two-dimensional figures (parallelograms, quadrilaterals, triangles, trapezoids, kites).	6.3.1.2	Chapter 9 & Supplement material
The learner will calculate surface area, and volume of three-dimensional figures (rectangular prisms and triangular prisms).	6.3.1.1	Chapter 10
The learner will understand the relationship between angles formed by intersecting lines.	6.3.2.1	Supplement material
The learner will represent probability using fractions, decimals, and percent to solve real world problems.	6.4.1.2	
The learner will recognize and represent relationships between varying quantities using patterns, tables, graphs, and rules.	6.2.1.2	

Newcomer Math

(for English Language Learner students)

This course is designed to build upon math skills that students already have. Grade level vocabulary and content will be emphasized through learning to speak, listen, read, and write about math in the English language. Students will collaborate in small and large groups. Manipulatives, visuals, and technology are incorporated into math learning.

What we will be learning:

- Place value
- Fractions, decimals, mixed numbers, and percents
- Addition and subtraction
- Multiplication and division
- Solving real world and mathematical problems
- Estimation
- Inequalities
- Perimeter and area
- Volume and surface area
- Classifying three-dimensional objects



Ideas for supporting math at home:

- Practice math facts (+, -, x, and ÷).
- Find patterns in nature, music, art, and literature.
- Count money.
- Tell time.
- Estimate using measurements, clocks, and money.
- Estimate first and then measure household items using a ruler, yardstick, or measuring cups.
- Practice math online using www.ixl.com (Your child will have an account).
- Talk and write about using math in everyday tasks.
- Ask your child's math teacher for more ideas.



Pre-Algebra

The Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient. All students need to learn important mathematical concepts, skills and relationships with understanding. The standards described a connected body of mathematical knowledge students learn through the processes of problem-solving, reasoning and proof, communication, connections, and representation.

Numbers and Operations:

- Read, write, represent, and compare positive and negative rational numbers expressed as integers, fractions, and decimals
- Calculate with positive and negative rational numbers and rational numbers with whole number exponents.

Algebra:

- Understand the concept of proportionality and distinguish between proportional and other relationships.
- Recognize and represent proportional relationships and other relationships with tables, verbal descriptions, symbols, and graphs.
- Apply the order of operations and algebraic properties to generate equivalent expressions containing rational numbers and grouping symbols.
- Solve equations symbolically, graphically, and numerically using the properties of equality and solving equations.

Geometry:

- Use proportions and ratios to determine measurements and justify formulas involving circles, and related geometric figures.
- Analyze the effect of change of scale, translations and reflections on the attributes of two dimensional figures (Scale Model Bedroom Project).

Data:

- Use mean, median, and range to draw conclusions about data and make predictions.
- Display and interpret data in a variety of ways, including circle graphs, histograms, and box and whisker plots.

Probability:

- Calculate probabilities and reason about probabilities using proportions.



Ideas for supporting your child's learning at home:

- Khan Academy
- BrainPop
- Teacher's Schoology Page
- ALEKS
- Pearson Access



Pre-Algebra Essential Learning Outcomes

The learner will read, write, represent, and compare positive and negative rational numbers expressed as integers, fractions, and decimals.		
The learner will calculate with positive and negative rational numbers and rational numbers with whole number exponents.		
The learner will understand the concept of proportionality and distinguish between proportional and other relationships.		
The learner will recognize and represent proportional relationships and other relationships with tables, verbal descriptions, symbols, and graphs.		
The learner will apply the order of operations and algebraic properties to generate equivalent expressions containing rational numbers and grouping symbols.		
The learner will solve equations symbolically, graphically, and numerically using the properties of equality and solving equations.		
The learner will use proportions and ratios to determine measurements and justify formulas involving circles and related geometric figures.		
The learner will analyze the effect of change of scale, translations and reflections on the attributes of two-dimensional figures (Scale Model Bedroom Project).		
The learner will use mean, median, and range to draw conclusions about data and make predictions.		
The learner will display and interpret data in a variety of ways, including circle graphs, histograms, and box and whisker plots.		
The learner will calculate probabilities and reason about probabilities using proportions.		

Essentials of Math

In Essentials of Math (Transmath), students will participate in a mastery-based, intensive intervention that focuses on building number concepts and problem-solving strategies needed for successful entry into algebra. Students are taught concepts and skills in the order in which they need to learn them, from developing number sense to thinking algebraically through teacher modeling, engagement strategies, visual models, application and problem solving activities, and independent practice.

Essentials of Math is appropriate for students that lack foundational skills necessary for successful entry into algebra and score up to 2 years below grade level on state standardized and district-wide assessments.

Ideas for supporting your child's learning at home:

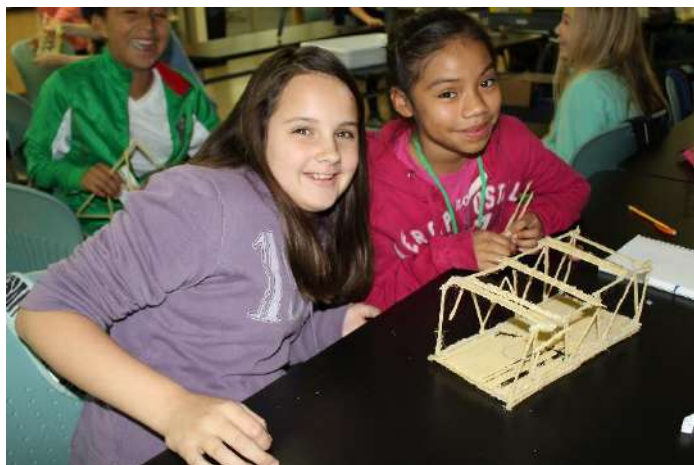
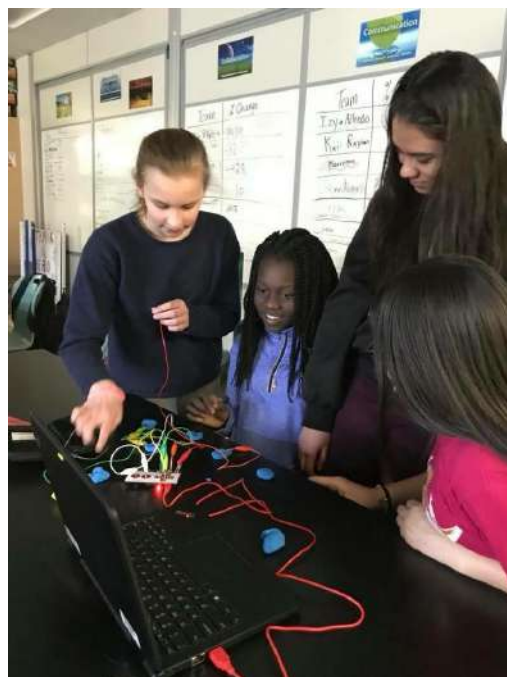
www.iknowit.com Chose an appropriate ability level and allow your child to “practice” math all summer. Remember, practice is the **ONLY** way we can improve our skills!

Physical Science

Science in 6th grade focuses on the topics of engineering and physical science. Students will learn the engineering design process utilizing multiple hands-on projects. Physical science will include work with matter, energy, and motion.

Summary of major topics for the year:

- STEAM Expo – engineering design challenges
- Newton’s Laws including direction and magnitude of forces
- Structure and propagation of waves
- Energy Transfers differentiating between kinetic, potential, and thermal energy.
- The particle model of matter
- Phase changes
- Conservation of mass in a closed system



Ideas for supporting your child’s learning at home:

- Frequently check student’s grades on the Parent Portal.
- Encourage a love of science.
- Watch BrainPop videos and do quizzes or activities in the subject areas covered.
- Observe changes in nature.
- Visit the Nature Center or other science centers or museums.
- Recommended TV channels/programs include Nova, PBS, Nat Geo, Discovery, Animal Planet, and Science Channel.

Science 6 Essential Learning Outcomes

Essential Learning Outcomes	Standards	Chapter(s)/Materials
The learner will be able to calculate speed when given distance and time.		
The learner will be able to calculate density when given mass and volume; be able to predict whether an object will sink or float in water based on density.		
The learner will be able to understand the Engineering Design Process, apply the process to find solutions to problems, and identify trade-offs in terms of features, performance, durability, and cost.		
The learner will understand how thermal energy affects the motion of molecules and relate that to temperature.		
The learner will distinguish between kinetic and potential energy.		
The learner will analyze kinetic and potential energy while discussing heat energy, wave energy, and motion.		
The learner will understand the difference between balanced and unbalanced forces.		
The learner will be able to gather data knowing which tools to use for each type of data.		
The learner will be able to analyze data using appropriate data tables and graphs.		

Social Studies

“Minnesota History”

Grade six features history as the lead discipline, but the focus includes geographic, economic and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day.

Summary of major topics for the year:

- Who We Are Today
- Working in Minnesota 10,000 years ago
- “Ice Age”
- Early Ojibwe
- Early Dakota
- The Fur Trade
- The Land Changes Hands
- Minnesota’s Newcomers (First Immigrants)
- The Civil War
- U.S.-Dakota War of 1862
- Sodbusters
- Flour, Lumber, and Iron
- Immigrants, Labor, Cities
- The Common Good
- World War I
- Boom and Bust
- World War II
- Cold War, Warm Kitchens
- Taking a Stand
- Minnesota in the Modern World



Ideas for supporting your child’s learning at home:

- www.mnhs.org (Minnesota Historical Society website)
- Textbook located “online” in Schoology
- Expectations of occasional homework
- All classroom materials (i.e., handouts, assignments, textbook pages) are located in Schoology
- Checking Portal daily
- Provide exposure to “local” historic landmarks by taking day trips (i.e., Spam Museum, Paramount Theatre, Historic Hormel Home, Veteran’s

Social Studies 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)
The learner will identify the push-pull factors that brought their ancestors to Minnesota.	6.4.1.2.1 6.4.4.16.1	Big Island Rendezvous
The learner will compare and contrast their experience with the experience of others.	6.4.1.2.1 6.4.4.10.1 6.4.4.16.1 6.4.4.20.1 6.4.4.23.1	Patriot's Day Northern Lights Ch. 20 Mower County History Curriculum Immigrant Video Series
The learner will gain an understanding of what life was like during the Fur Trade Era discovering the jobs and lifestyles of the people.	6.4.4.16.1	Big Island Rendezvous
The learner will gain an understanding of the importance of multiple perspectives provided from oral history and archaeology.	6.4.4.19.2 6.4.4.19.3	Northern Lights Chapter 18 Mower County History Curriculum MN and Civil War History Series Soldier's Heart (ELA) US-Dakota War of 1862
The learner will better understand how the landscape of Minnesota has changed over the past 12,000 years.	6.3.1.1.1 6.3.3.6.1 6.3.4.10.1	Northern Lights
The learner will recognize and reflect on the sacrifice's others have made, allowing us the freedoms we have as American citizens.	6.1.3.4.1	Freedom Week activities Patriot's Pen
The learner will study the impact of wind on the state of Minnesota and use that information to determine the location that would be best suited for building a wind farm.	6.3.3.6.1	Northern Lights
The learner will describe customs and values central to the Dakota culture.	6.4.4.15.1	Northern Lights Mower County History Curriculum

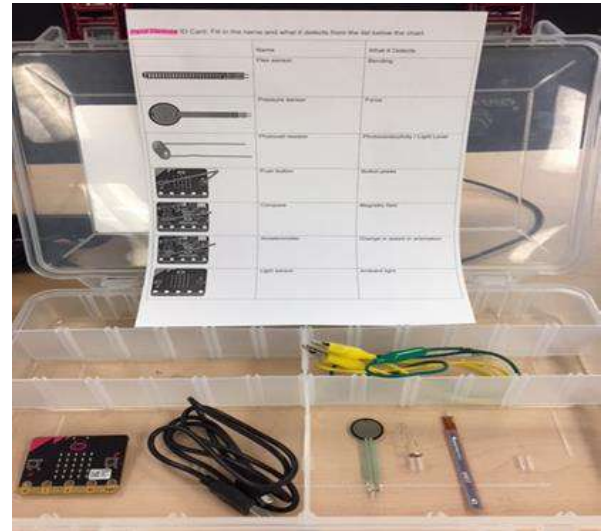
<p>The learner will examine the Ojibwe story of migration and explain the seasonal round of Ojibwe life.</p>	<p>6.4.4.15.1 6.4.4.18.2</p>	<p>Northern Lights Ch. 16 Mower County History Curriculum</p>
<p>The learner will investigate the costs associated with attending a higher education institution and explore various ways of saving money to pay for it.</p>	<p>6.2.1.1.1 6.2.2.2.1</p>	<p>Financing your Future booklet</p>
<p>The learner will investigate the reasons the American Indians and the American government signed land treaties and what happened as a result of the treaties.</p>	<p>6.4.4.18.2 6.4.4.18.3</p>	<p>Northern Lights Ch 6</p>
<p>The learner will review past knowledge of important civic concepts.</p>	<p>6.1.1.1.1</p>	
<p>The learner will discover the experiences of Minnesota’s civilians, soldiers, and enslaved people during the Civil War.</p>	<p>6.4.4.19.2</p>	<p>Northern Lights Mower County History Curriculum Missionary Ridge, “The Soldier’s Battle” MN and Civil War History Series Soldier’s Hear (ELA)</p>
<p>The learner will discover the causes, events and consequences of the US-Dakota War of 1862.</p>	<p>6.4.4.19.1 6.4.4.19.3</p>	<p>Northern Lights Ch. 9 Mower County History Curriculum Missionary Ridge, “The Soldier’s Battle” MN and Civil War History Series Soldier’s Hear (ELA)</p>

Computer Science for Innovators and Makers CSIM 2

Description: Computer Science for Innovators and Makers (CSIM II) is one of three Project Lead the Way (PLTW) exploratory courses offered at IJH. The 5th graders took CSIM 1 for seven weeks last year. This 6th grade course is a continuation of where they left off. This is a programming/coding course teaching students that programming goes beyond the virtual world into the physical world by using computational thinking (a set of problem solving methods that involve expressing problems and their solutions in ways that a computer could execute), a microcontroller called a micro:bit, and input and output devices like sensors and actuators to develop systems that interact with their environment. Students work with a partner to experience pair programming as drivers and navigators. Block-based coding at makecode.microbit.org will be used to code.

Students will:

- Explore the interactions between computer components, such as inputs and outputs.
- Learn to use algorithmic thinking to create algorithms and flowcharts.
- Use block-based coding to create, download, and upload programs to the micro:bit microcontroller.
- Program basic functions, such as forever, loops, and if-else decisions using a micro:bit and emulator.
- Explore a variety of sensors and actuators to use as inputs and outputs in physical
- Learn the difference between a digital and analog input sensor.
- Use different materials to transfer electrical signals, such as conductive thread, alligator clips, and copper tape.
- Apply the above mentioned skills to their own project where they code a blinking message to a friend that includes text, images such as emoji's, and animation.



Ideas for supporting your child's learning at home:

- Your child can become more comfortable with coding by going to makecode.microbit.org and looking through the code blocks in the drawers.
- Students can try out the tutorials under projects at makecode.microbit.org.
- Once students are given a username and password for PLTW, they can read and study the curriculum online at home.
- Code.org is another fun place to experiment with coding.

Computer Science for Innovators and Makers 5 Essential Learning Outcomes

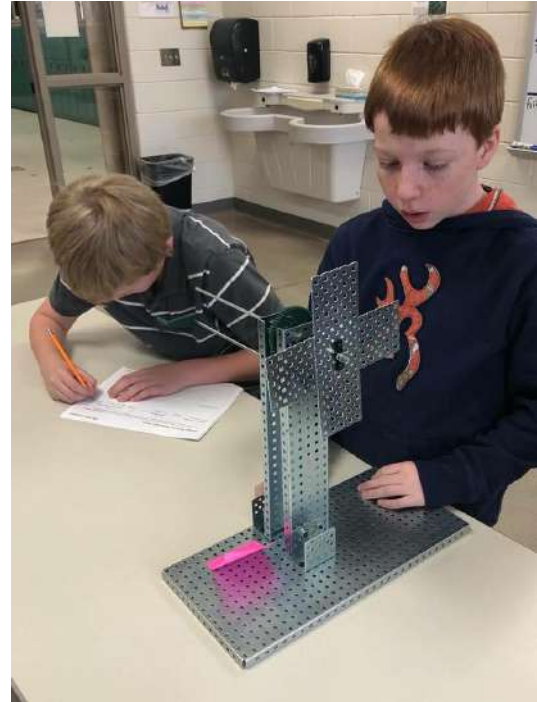
Essential Learning Outcomes	Standards	Chapter/Materials
The learner will apply proper technique while practicing keyboarding.		
The learner will learn basic Microsoft Word tasks such as setting defaults, using the quick access toolbar, saving on OneDrive, creating a new folder, naming a document, choosing a printer, numbering a list, and changing alignment.		
The learner will use a browser to pin tabs and set bookmarks for several programs.		
The learner will demonstrate understanding of 21 vocabulary words specific to this subject matter.		
The learner will use algorithmic thinking to create algorithms and flowcharts, including differentiating between a linear flowchart and a conditional flowchart.		
The learner will explore the interactions between computer components, such as inputs and outputs.		
The learner will use block-based coding to create, download, and upload programs to the micro:bit microcontroller.		
The learner will process and gain skills to debug programs starting with pre-bugged programs by code tracing.		
The learner will create a program for a friend and send it through email including a message with blinks, emoji's, and animation.		
The learner will wire and program digital and analog sensors called pressure sensors, flex sensors, and photocell resistors.		
The learner will use Schoology to upload and download assignments, along with the snipping tool.		

Automation and Robotics

Students learn about the history and impact of automation and robotics as they explore and apply machine automation, and computer control systems to student created mechanical systems using the VEX Robotics® platform.

Summary of major topics for the year:

- Invention is a process of turning ideas and imagination devices and systems
- Understand the roles and responsibilities of mechanic, electrical, and computer engineers who solve robotic problems.
- Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system.
- An open loop system has no feedback path and requires human intervention, while a closed-loop system uses feedback.



Ideas for supporting your child's learning at home:

- Develop algorithms (a step by step procedure) for daily routines such as brushing teeth or making a sandwich.
- Support exploration of RobotC installed on the student laptop
- Practice problem solving skills
 - What isn't working?
 - What do you see?
 - What do you hear?
 - Are there any descriptions or ideas the program is supplying as possible solutions or identified errors.

Automation and Robotics 5 & 6 Essential Learning Outcomes

Essential Learning Outcome	Standard	Chapter(s)
The learner will summarize ways that robots are used in today's world and the impact of their use on society.		
The learner will understand that energy is the capacity to do work; the use of mechanisms is necessary to transfer energy.	5 P.3.2.2.1	
The learner will understand that engineers and technologists design mechanisms to change energy by transferring direction, speed, type of movement, and force or torque.		
The learner will understand that mechanisms can be used individually, in pairs, or in systems.		
The learner will apply knowledge of mechanisms to solve a unique problem for speed, torque, force, or type of motion.		
The learner will describe the purpose of pseudocode and comments within a computer program.		
The learner will design, build, wire, and program both open and closed loop systems.		
The learner will use motors and sensors appropriately to solve robotic problems.		
The learner will troubleshoot a malfunctioning system using a methodical approach.		

Art

In Art 6, students will have the opportunity to create several hands-on art projects. Students focus on the skills of planning and refining their artwork and explaining their ideas and choices during the creative process. Intermediate students expand their visual arts vocabulary while viewing, discussing and comparing art from various cultures, times and styles to develop knowledge of visual arts in various cultural and historical contexts.

Summary of major topics for the year:

- Generate and develop original artistic ideas. Elaborate upon an initial concept for art making.
- Plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice.
- Employ abstraction, symbolism, or naturalism when making a work of art.
- Demonstrate awareness of environmental implications of art materials, tools, studio space, and equipment.
- Create and revise artwork based on collaborative reflection on an artwork's intended meaning.
- Consider and respond to the needs of the viewer when displaying artwork.
- Select artwork for a collection or portfolio based on given criteria.
- Compare and contrast viewing and experiencing collections or exhibitions in different venues or formats.
- Compare different interpretations of a work of art.
- Analyze multiple ways that images influence specific audiences.
- Develop and apply personal criteria to evaluate a work of art using artistic foundations.
- Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.



Ideas for supporting your child's learning at home:

- Share ideas about potential artwork with the family.
- Research various sources to help develop ideas using museum sites on the Internet, books, magazines, or primary sources
- Explore multiple ways to express the same intent; create multiple sketches that demonstrate a change in:
 - area of emphasis
 - point of view
 - elements/principles of design
- Make various sketches which show the same intent.

Art 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.	5.6.2.2.2	
The learner will demonstrate the use of depth to create realistic drawings (one-point perspective).	5.6.2.3.1	
The learner will use self-reflection skills to determine how to present work for public display.	5.6.2.2.1	
The learner will analyze artwork including a variety of self-portraits.	5.6.3.6.2	
The learner will sort artwork into the categories of realistic, abstract, and non-objective.	5.6.4.7.1	
The learner will create an artist statement that explains the creative process and choices.	5.6.2.3.2 5.6.2.4.1	
The learner will experiment with technology to create artwork.	5.6.2.2.2	
The learner will describe how different materials can convey different feelings/emotions.	5.6.4.8.1	
The learner will demonstrate craftsmanship skills by using materials purposefully and using tools and equipment safely.	5.6.2.2.1	
The learner will collaborate with peers to critique each other's artwork.	5.6.2.4.1 5.6.4.8.2	

5.6.5.10.1: Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.

Personal Wellness

The purpose of this course is to positively influence the health behavior of the students and our community as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.

Summary of major topics for the year:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to access valid health information and products and services.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.



Ideas for supporting your child's learning at home

- Discuss current health topics in the media
- Have open conversations about their questions. Knowledge is power.
- Educate yourself on current health concerns children face, such as vaping.
- Share your morals & values with your child.
- Share your hopes, dreams, and expectations for your child.
- Share your health behavior journey and how you have learned to address the major topics listed on the left.

Personal Wellness 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)
The learner will compare and contrast the effects of positive and negative responses to social pressures.		
The learner will analyze advertisements to identify strategies used to sell products and services.		
The learner will practice refusal skills and effective communication in role-play situations.		
The learner will set realistic goals concerning eating habits to achieve a healthy energy balance.		
The learner will discuss the unhealthy effects of power and control in personal relationships.		

I.J. Holton Physical Education

“What are we learning today?”

At I.J. Holton, we emphasize the word “Education” in our program. We strive to help students learn about themselves as they participate in a variety of physical activities. Our goal by the time students leave I.J. is they will have gained an insight to many different physical activities that they can utilize in the future. No matter the ability or disability, you CAN be successful in Physical Education and enjoy being active for a lifetime!

National Standards for Physical Education:

1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Units/Lessons at I.J.

- Fitness Testing
- Cooperative Activities
- Scooter Activities
- Team Sports
- Outdoor Games
- Variety of “Warm-up” Activities
- And others ☺

Students are expected to change for Physical Education at I.J. as a 5th and 6th grader. A gym shirt, athletic shorts/pants, sneakers, and deodorant are all important for class. Backpacks, phones, and electronic devices are not allowed in the P.E. area or locker rooms.

D.A.P.E. - Developmental Adapted Physical Education - is also another great program at I.J. ☺ (Specially designed P.E. instruction for those with specific needs)



Resources available:

- You can always ask your Physical Education teacher(s) for ideas any time!
- Sign up for H.E.A.T. After-School Activities! (Holton Enrichment Activities and Teams)
 - <https://www.austin.k12.mn.us/ijholton/Pages/after-school-activities.aspx>
- MNSHAPE: Minnesota Society of Health and Physical Educators
 - www.mnshape.org
- MNDAPE: Minnesota Developmental Adapted Physical Education
 - www.mndape.org
- MN State Physical Education Standards
 - <https://education.mn.gov/MDE/dse/stds/hpe/index.htm>

PE 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/Material
The learner will demonstrate competency in a variety of motor skills and movement patterns.		
The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
The learner will exhibit responsible personal and social behavior that respects self and others.		
The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
The learner will participate in fitness testing, cooperative activities, scooter activities, team sports, outdoor games, and a variety of warm-up activities.		

Beginning Band

6th grade Band has expanded instrumentation which includes instruments such as oboe, bassoon, French Horn, tuba, and percussion. Students will have class with a combination of instruments to learn how to play in a full concert band setting. Students will continue to develop necessary skills to play alone and in a group.

Band students will:

- Learn to use advanced features/skill on their instrument
- Demonstrate proper instrument assembly, care, and maintenance
- Perform with correct posture
- Develop effective rehearsal skills within a group containing mixed instrumentation
- Expand tone quality and range on their instruments
- Write, count, clap, and play various rhythms building off of rhythms learned in 5th grade
- Reinforce correct articulations
- Perform music in a variety of styles
- Develop independent practice strategies and routines
- Students will work together towards a common musical goal



Ideas for supporting your child's learning at home:

- Encourage Independent Practice
- Ask about what they are learning
- Be patient while students work through the process of learning new music
- Ensure that your child has the correct materials for band
- Attend all performance to show support of your musician
- Follow your child's progress on the "Parent Portal/Infinite Campus"

Choir 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will sing unison, rounds 2-part and 3-part harmony with others.		
The learner will use their voices and bodies for singing.		
The learner will read and write music.		
The learner will use their bodies for movement.		
The learner will sing and explore a variety of music genres from different time periods and cultures.		
The learner will self-reflect on their performances.		
The learner will sight sing using Do, Re, Mi, Sol, La, Ti, Do.		
The learner will exhibit teamwork and respect.		

Orchestra

The 6th grade orchestra consists of the following instruments: violin, viola, cello, bass. Students will have class with all of the orchestra instruments to learn how to play in an full orchestra. Students will continue to develop the necessary skills necessary to play alone and in a group.

Orchestra students will:

- Learn to care for their instrument
- Perform with correct posture
- Learn to use advanced features/skills on their instrument
- Develop effective rehearsal skills within a group containing mixed instrumentation
- Expand their tone quality and range on their instrument
- Write, count, clap, and play various rhythms building off of 5th grade rhythms
- Reinforce bowing techniques
- Perform music in a variety of styles
- Develop independent practice strategies and routines
- Work together towards a common musical goal



Ideas for supporting your child's learning at home:

- Encourage independent practice
- Ask about what they are learning
- Be patient as they develop correct sounds on their instrument
- Ensure that your student has the correct materials for orchestra
- Attend all performances to show support of your musician

Orchestra 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/materials
The learner will take care of their instrument.		
The learner will perform with correct posture.		
The learner will use advanced features/skills on their instruments.		
The learner will develop effective rehearsal skills within a group containing mixed instrumentation.		
The learner will expand tone quality and range on their instrument.		
The learner will write, count, clap, and play various rhythms.		
The learner will reinforce bowing techniques.		
The learner will perform music in a variety of styles.		
The learner will develop independent practice strategies and routines.		
The learner will work together towards a common musical goal.		

IJ Holton Choirs

6th grade choir is about SINGING! Choir students will learn how to sing, be confident with their own singing voice, and how to sing with others!

Choir students will:

- Sing, unison, rounds, 2-part and 3-part harmony with others.
- Learn how to use their voices and bodies for singing.
- Learn how to read and write music.
- Use their bodies for movement.
- Sing and explore a variety of music genres from different time periods and cultures.
- Self-reflect on their performances.
- Learn how to sight sing using Do, Re, Mi, Fa, Sol, La, Ti, Do.
- Learn teamwork and respect.



Ideas for supporting your child's learning at home:

- Write concert dates on home calendar so that your child will be there.
- Turn on the radio and sing!
- Ask your child about the music they are learning.
- Attend your child's choir performances.
- Check out IJ Holton Vocal Music and Ellis Choirs Channel on YouTube.



Choir 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will sing unison, rounds 2-part and 3-part harmony with others.		
The learner will use their voices and bodies for singing.		
The learner will read and write music.		
The learner will use their bodies for movement.		
The learner will sing and explore a variety of music genres from different time periods and cultures.		
The learner will self-reflect on their performances.		
The learner will sight sing using Do, Re, Mi, Sol, La, Ti, Do.		
The learner will exhibit teamwork and respect.		