

6th Grade DLI Curriculum Night

- Ms. Rinne
- Profe Farmer





Our priority will be to ensure our students and staff have a safe and positive place to come to every day.

In addition, we will continue our high academic standards as well as our high expectations for behavior from all our students.

As a staff, we take great pride in knowing you send your students here for those reasons.

Safety, high academic standards, and great student behavior are the three areas we work extremely hard to build and create.

Agenda

Welcome

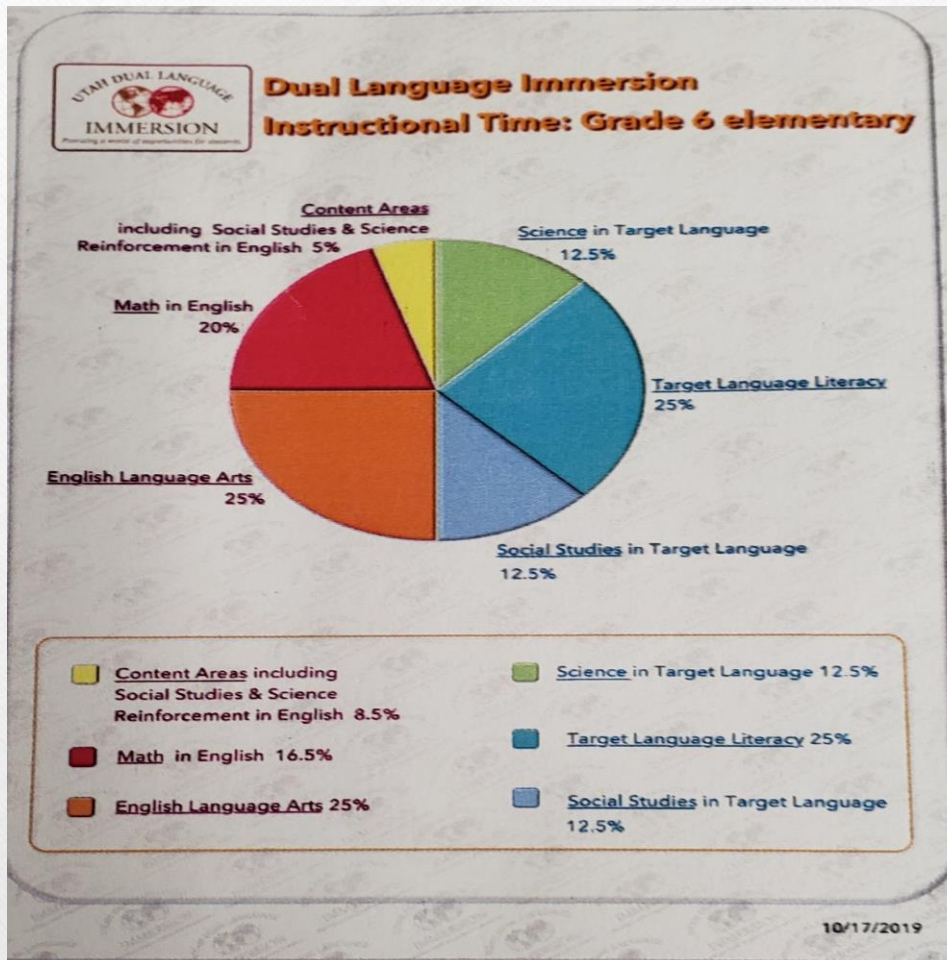
- Daily Schedule
- Curriculum
- Science Camp
- Homework
- School to Home Communication



Sixth Grade Schedule

8:05-8:10	First Bell and Tardy Bell
8:10-9:45	Morning Block (alternates A/B) Computers and Library Specials
9:45-10:00	Recess
10:00-10:55	Morning Block continues
11:00-11:45	Lunch and Recess
11:50-1:25	Afternoon Block (alternates A/B)
1:30 – 2:00	Block Specials (music choice, PE, or Art Enrichment)
2:05-2:35	Afternoon Block continues

DLI Class Instruction Time



25% of day
Social Sciences

25% of day
Target Spanish
Language Literacy

25% of day ELA

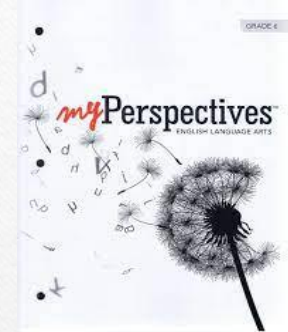
20% Math

5% Social Science
Reinforcement

New ELA Curriculum

My Perspectives

- My Perspectives Student Consumable Book
 - SAVVAS Learning Company



- Comprehensive Unit Designed program designed to encourage students to share their voices as they explore different perspectives on an Essential Question.
- Reading, writing, speaking and listening are integrated within the program and each unit.
- Students analyze texts through eyes of a reader and writer, create own compositions, and complete Performance Based Assessments, and Unit Reflections.
- Performance Based Assessments include presentations, writings, recitations, and storytelling.

My Perspectives Units:

Unit Order for sixth grade DLI: Unit 2, 5, 1, 3, and 4.

1 – Childhood

“What are some of the challenges and triumphs of growing up?”

2 - Animal Allies

“How can people and animals relate to each other?”

3 - Modern Technology

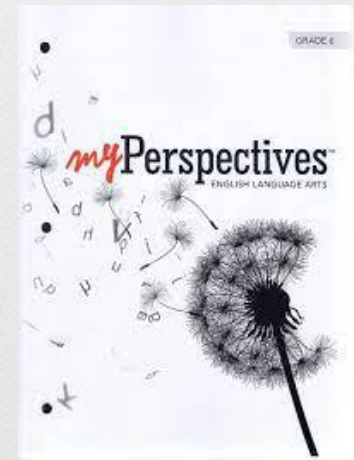
“How is modern technology helpful and harmful to society?”

4 – Imagination

“Where can imagination lead?”

5 - Exploration

“What drives people to explore?”





My Perspectives

Each unit contains a main Anchor Text for whole group learning

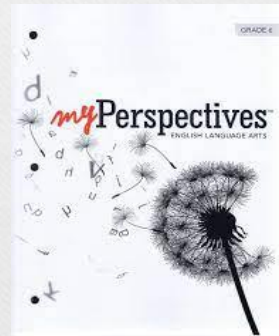
- Anchor Text for whole group learning. Includes comprehension checks.
- Additional shorter articles, documents, poetry, memoirs, short stories and essays for small group learning.
- Trade Books (Literature Sets) provide students with another perspective on the topic.
CUSD requires three:
 - Bud Not Buddy (Unit 1)
 - Jungle Book (Unit 2)*
 - Anything But Typical (Unit 3)

My Perspectives

In addition to our class focus on grammar, comprehension, decoding, and fluency reading skills, the My Perspectives program also integrates Language Development and Writing into each unit.

Language Development

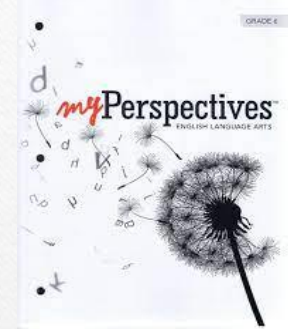
- Academic and Concept vocabulary
- Conventions and Grammar
- Analyzing craft and structure
- Word study
- Easy Grammar (6/7)
 - Liberty resource



Writing

- Quick Writes
- Reflective Writing
- Nonfiction Narrative
- Explanatory Essays
- Argumentative Essays
- Fictional Narrative

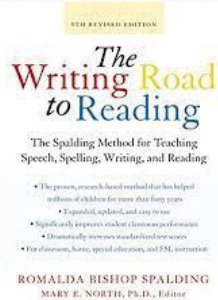
My Perspectives Independent Reading



Students will be encouraged to immerse themselves in independent reading and participate in AR Reading, Liberty Reading challenges, Battle of the Books (August 12th) and reading books of choice.

First Chapter Fridays: Students experience the first chapter of a book, reflect on what they have heard and comprehended.

Hook and Inspire: My Perspectives has suggestions for connecting classic texts with unit themes. Each unit connects at least one of reading to three selections. Additionally, other optional titles related to each unit's theme and available from the Liberty Media Center will be highlighted.



Spelling

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- Spalding: OPR, WPR, Word Entry
 - 15-20 words tested each Thursday
 - Students will enter words each week. - The words entered will be assessed the following week (*approx. 1.5 weeks to study each word list*)

Social Science and Science Reinforcement Support in English

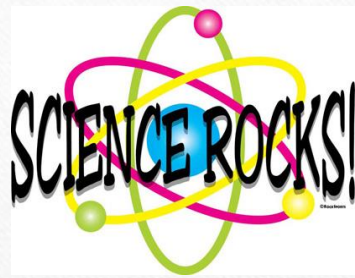
- High Lights of Essential Questions for each Unit
- Key Unit Vocabulary
- Supportive Short Readers on Units of Study

Social Science and Science

- Science and History are taught together
- Ancient Civilizations:
Mesopotamia, Egypt, Greece, Rome, the Indus Valley, China, Japan, and the Incas.
- Projects will correspond with history content
- Ancient Civilization's Day – Friday, Oct. 28th

Social Science and Science

- Scientific Method
- Classroom Experiments/Projects
- Science Fair Project-HISEF and CIF including Inventions, Project Based Learning, Robotics, Programming
- Topics: Earth and Space Science, Physical Science and Life Science
- Technology opportunities-Galileo, Discovery Ed, Smithsonian, etc.
- Writing skills are taught and reinforced

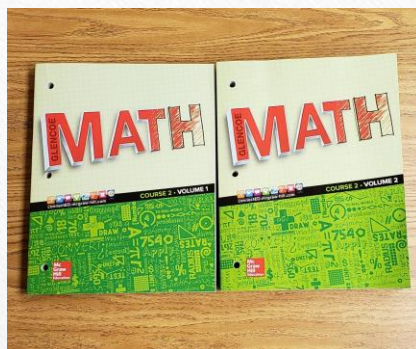


Science Camp at Prescott Pines

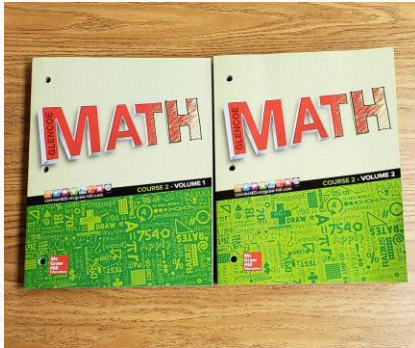
Scheduled for the last week in April.

Wed. – Fri. April 26th – 28th.

- Ariana Greer
Outdoor Education Coordinator
(928) 445-5225
- Parent chaperones needed!
- More Information to come and to be shared at the field trip meeting to be held 3rd quarter.



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- College and Career Ready State Standards
 - STEM and STEAM activities and tasks
 - Technology opportunities (Galileo, Hour of Code, etc.)
 - Weekly Math Riddles, critical thinking and logical thinking challenges
 - Weekly small group interventions and accelerations
 - McGraw Hill Text – Glencoe 7th grade math
 - 6th grade state standards review and mastery
 - Assessment days will be most Fridays, end of QTR, and at end of each unit.
 - Homework assigned Mon-Thurs
 - All assignments found in Google Classroom in students math class.
 - **Math Lab:** Tuesday, Thursday, and Friday mornings 7:15-8:00 a.m. starting the week of August 8th



Main Units of Study

- Mathematical Practices
- Ratios and Proportional Relationships
- The Number System
 - Integers and Irrational Numbers
- Expressions and Equations
- Geometry
- Statistic and Probability

Curriculum and Instruction Key Focuses:

Math High Five

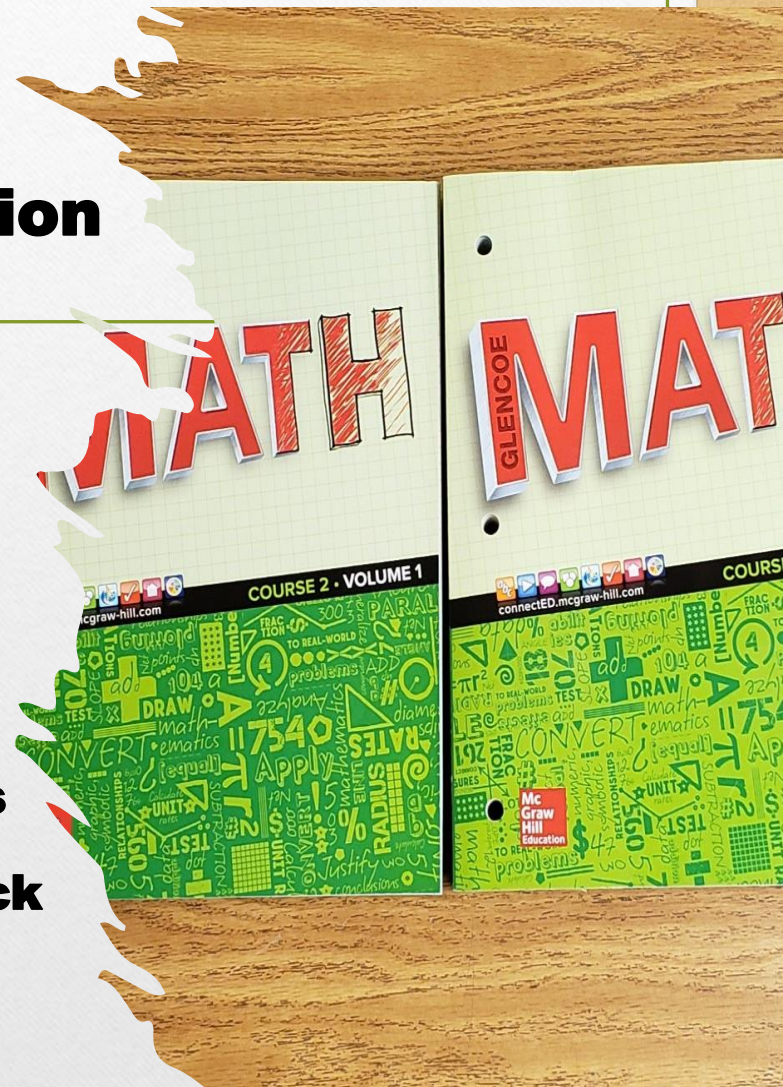
Mathematical Practices

Integers

Pre-algebra skills

Solving Real-World Problems

Understand, Plan, Solve, Check



DLI- Dual Language Immersion

- Our DLI experience Spanish immersion as they study Science and Social Sciences in Spanish.
- Students analyze grammatical components of Spanish through the Santillana curriculum, including weekly workbook activities.
- The Santillana curriculum has a cultural component focusing on various Hispanic countries: Mexico, the rest of Latin America, the Caribbean, and Spain.



DLI- Dual Language Immersion

- Students will select a Hispanic country to study in depth, which will become their capstone project.
- Research-based methodology for acquiring Spanish includes CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading & Storytelling), and ¡música!
- Differentiated instruction: intermediate to advanced novels will be assigned to promote reading fluency and comprehension.
- The Seal of Biliteracy is among the goals for our DLI students who remain focused on Spanish throughout their studies at CUSD.



Second Step® Middle School, a research-based social-emotional learning program designed to improve students' social-emotional skills, such as emotion management, impulse control, problem solving, and empathy. Second Step skills and concepts are designed to help students both in and out of school. These include:

- Mindset and Goals (7 lessons)
- Recognizing Bullying and Harassment (13 Lessons)
- Thoughts, Emotions, and Decisions (6 Lessons)
- Managing Relationships and Social Conflict (7 Lessons)

Handle with Care

- Challenges: If your child is having difficulty, please encourage your child to speak to their teacher. If still needed, send an email to the appropriate teacher(s).
- Additionally, you received a 1/2 sheet handout that explained that if your family is experiencing difficulties at home a simple email titled “Handle with Care” will advise us that your child may need extra time, patience, or support.


Homework, Classwork, & Agenda

- Homework Assigned Monday-Thursday
- Students are expected to complete work as assigned.
- Make-up work policy: One day to complete work for each day absent.
- A parent's complete signature, in addition to grades from each subject noted from Infinite Campus, is required each Friday in the student agenda. Students

Friday Section of Agendas

- Check Grades and Behaviors in Infinite Campus.
- **Full Parent Signature** in Parent Teacher Connection

	Thursday	Friday	Parent Signature <input checked="" type="checkbox"/>
Reading		reading Grade _____ % Incomplete assignments missing assignments	Teacher/Parent Comments:
Writing		writing Grade _____ % Incomplete assignments missing assignments	
Math		Maths Grade _____ % Incomplete assignments missing assignments	
Science		Science Grade _____ % Incomplete assignments missing assignments	
Social Studies		Social Sciences of Grade _____ % Incomplete assignments missing assignments	
Language		Language Arts Grade _____ % Incomplete assignments missing assignments	
Behaviors:		E's and S's I - Completes Homework as assigned	



Communication

- Agenda
- Completed/Graded class work and tests will be handed back weekly to individual students by the subject teacher. Please review the work on a weekly basis and watch for parent signature requests.
- Check INFINITE CAMPUS Email messages – This will be our primary avenue of communication.
- Progress reports and report cards will be online; there will be no paper copies.
- Thursday after 4pm: check & record Infinite Campus grades in agenda.
- Sign the agenda each week in Friday Section.

Communication



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- Student Agendas
 - Individual Teacher Pages
 - 6th Grade News Page
 - <https://www.cusd80.com/Page/97294>
 - Make sure to sign-up for E-alerts 😊
 - Email: Primary form of communication will be from Infinite Campus Messenger
 - Log on to Infinite Campus to confirm email and all contact information

Human Growth and Development

- This District Program uses a video format and is scheduled for March 10, 2023. More Information will be sent home end of second quarter about the in-school class being offered.



Conferences

August 24 & 25

Early Dismissal: 11:10am

- Sign-Up Genius (8/10 or 8/11)
- One conference per student
- Students are **highly encouraged** to attend with a parent(s) and bring their agenda and binder.
- Conferences are expected in order for each teacher to discuss & share the wonderful things about your child

Behavior - Grades

- All students will begin each quarter with “S-Satisfactory” letter grades in all Behaviors that Promote Learning categories for report cards.
- “I” and “N” categories
- Students who display EXCELLENT behavior that is recognized by 6th grade teachers will earn an “E” in BTPL categories.
- Who is an E student in 6th grade?

Behavior Element	Examples of "E" Behavior Student will...
Actively Listens & Participates	<ul style="list-style-type: none"> actively listen and help others makes connections during lessons. raise hand and be eager to participate in lessons. participate by making comments/connections that add to a discussion/lesson.
Works Independently	<ul style="list-style-type: none"> follow directions given, and be able to use resources to answer questions.
Work Cooperatively	<ul style="list-style-type: none"> show leadership qualities and take initiative to be a leader in a group. listen to others ideas/suggestions.
Makes Good Use of Time	<ul style="list-style-type: none"> budget time well, so he/she is able to use extra time to go above and beyond in assignment expectations.
Practices Self-Discipline	<ul style="list-style-type: none"> avoid situations & temptations that may distract behavior or responsible choices. show self-discipline by setting an example for others.
Accepts Responsibility	<ul style="list-style-type: none"> make a point to let teacher know if he/she was negatively involved in any situation. be accountable for all personal actions.
Completes Classwork as Assigned	<ul style="list-style-type: none"> show initiative and ask for work if an assignment was missed. completes classwork and shows extra effort to add more to the assignment (extra problems, more sentences, challenge work, etc.).
Completes Homework as Assigned	<ul style="list-style-type: none"> have 90-100% completion of all homework as assigned.
Is Courteous & Respects Rules, Rights, and Property of Others	<ul style="list-style-type: none"> go out of his/her way to help others (sharing, picking up after self & others, lets others go first, etc.). hold self to a higher standard.

6th Grade Reminders

- **Dress code** enforced
 - Shirts: solid navy, red or white collared shirt with sleeves tucked in.
 - Bottoms: plain, dark navy or khaki. Jeans should not be tight fitting or baggy. Shorts should be modest length, approximately to the knee.
- **School Arrival** - Students **should not arrive prior to 7:45am** unless attending a club meeting, music class or arranged appointment. All students are to report to playground.
- **Materials** - Students should come prepared everyday with needed materials for each class. Missing materials will cause students to fall behind.
- If your student is **absent**, please advise your student to check the Google Classroom and then follow up with their teachers upon their return. Homework and classwork will not be given out prior to a scheduled absence.

NEHS

Mrs. Logston, Mrs. Aldecoa, and Mrs. Whitmire

National Elementary Honor Society



Keep an eye out... NEHS letters will be handed out within the next weeks to students meeting criteria. Follow the directions within the letter.

Questions?

Contact your child's
subject teacher using
their cusd80.com email.