



**Tomah Area School District**  
*High Quality Student Learning*  
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## Essential Learning

**Grade/Subject: Grade 6 ELA**

### Essential Knowledge:

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- Spell correctly.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/ listener interest, and style.\*
- Maintain consistency in style and tone.\*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

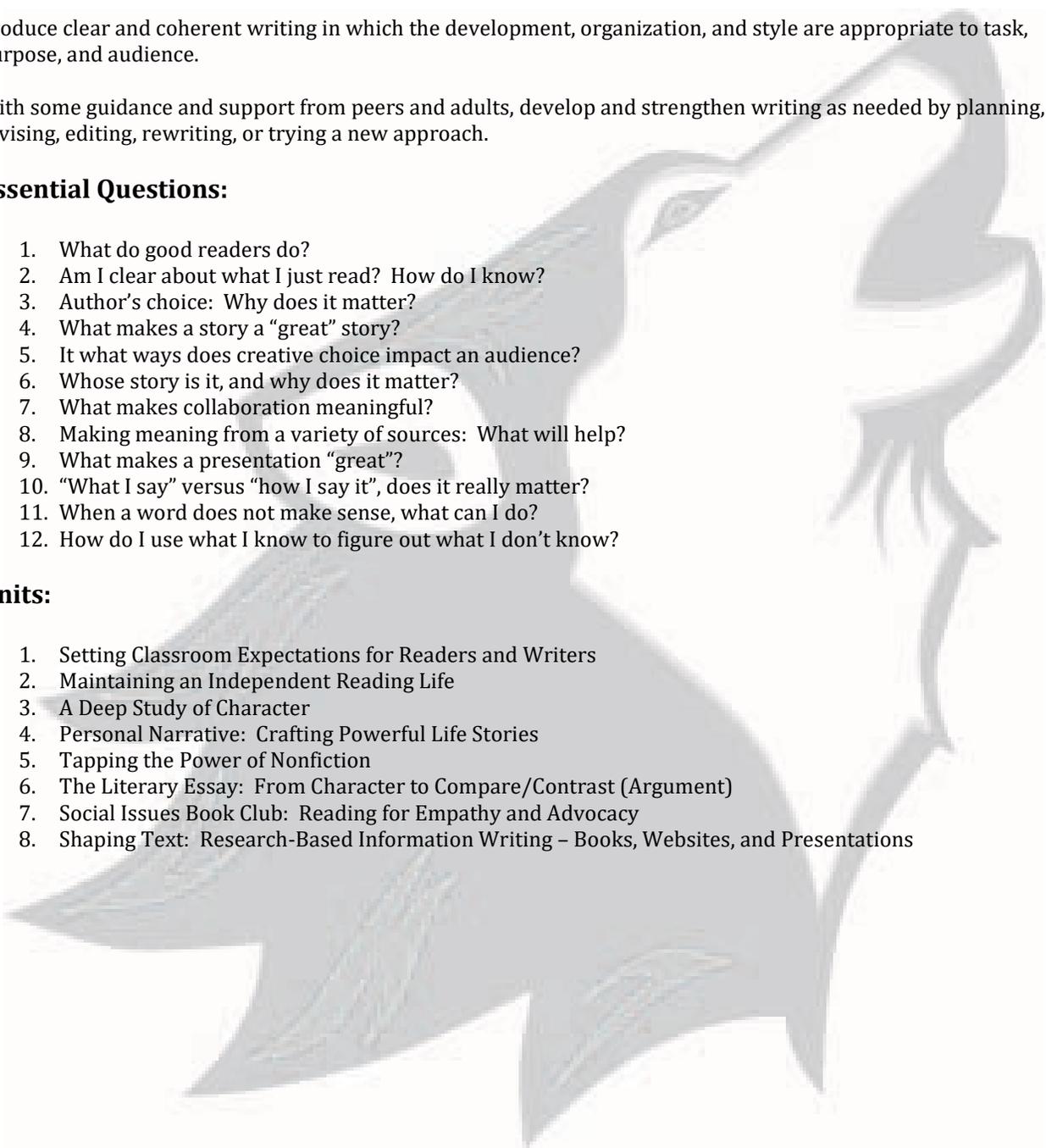
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### **Essential Questions:**

1. What do good readers do?
2. Am I clear about what I just read? How do I know?
3. Author's choice: Why does it matter?
4. What makes a story a "great" story?
5. In what ways does creative choice impact an audience?
6. Whose story is it, and why does it matter?
7. What makes collaboration meaningful?
8. Making meaning from a variety of sources: What will help?
9. What makes a presentation "great"?
10. "What I say" versus "how I say it", does it really matter?
11. When a word does not make sense, what can I do?
12. How do I use what I know to figure out what I don't know?

### **Units:**

1. Setting Classroom Expectations for Readers and Writers
2. Maintaining an Independent Reading Life
3. A Deep Study of Character
4. Personal Narrative: Crafting Powerful Life Stories
5. Tapping the Power of Nonfiction
6. The Literary Essay: From Character to Compare/Contrast (Argument)
7. Social Issues Book Club: Reading for Empathy and Advocacy
8. Shaping Text: Research-Based Information Writing – Books, Websites, and Presentations





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**Essential Learning**

**Grade/Course: Grade 6 Math**

**Essential Knowledge:**

Understand ratio concepts and use ratio reasoning to solve problems.

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
  - Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios
  - Solve unit rate problems including those involving unit pricing and constant speed.
  - Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.
  - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Divide fractions by fractions

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

Apply and extend previous understandings of numbers to the system of rational numbers.

- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
  - Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
  - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
  - Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand ordering and absolute value of rational numbers.
  - Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
  - Write, interpret, and explain statements of order for rational numbers in real-world contexts.
  - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
  - Distinguish comparisons of absolute value from statements about order.

### Finding X in equations as a prelude to algebra

- Write, read, and evaluate expressions in which letters stand for numbers.
  - Write expressions that record operations with numbers and with letters standing for numbers.
  - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
  - Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

### Reason about and solve one-variable equations and inequalities.

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

### Solve real-world math problems involving area, surface area, and volume

- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

### Essential Questions:

1. How can ratios and proportional relationships be used to determine unknown quantities?
2. In what ways can rational numbers be useful?
3. How can algebraic expressions and equations be used to model, analyze, and solve mathematical equations?
4. How does geometry better describe objects?
5. How is probability used to make informed decisions about uncertain events?

### Units:

1. Ratios and Proportional Relationships
2. The Number System
3. Expression and Equations
4. Geometry
5. Statistics and Probability



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## Essential Learning

### Grade/Course: Grade 6 Science

#### Essential Knowledge:

Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

#### Units:

1. Phases of the moon
2. Tides
3. Seasons
4. Eclipses
5. Rotation -revolution

6. Compare moon size to Earth
7. Compare difference/similarities between objects in the solar system
8. Layers of atmosphere
9. Layers of the Earth
10. Topography
11. Composition of simple molecules and chemical formulas
12. Atoms
13. Molecules
14. Periodic table
15. Physical and chemical properties of matter
16. Density
17. Melting point
18. Boiling point
19. Solubility
20. Odor
21. Thermal energy
22. States of matter
23. Law of conservation of mass and energy





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## Essential Learning

### Grade/Course: Grade 6 Social Studies

#### Essential Knowledge:

Students will use historical evidence for determining cause and effect. Learning about cause and effect.

- Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Learning the role connections, perspective and current implications have in History.

- Compare events from United States or world history to a current issue or event.
- Apply historical perspectives to describe differing viewpoints of current events.
- Hypothesize the direction of current events and outcomes based on the past.

Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology). Learning about the role of historical context, intended audiences, purpose and point of view.

- Explain how the historical context (situation) influences a primary or secondary source.
- Explain the significance of the intended audience of a primary or secondary source.
- Explain the significance of the intended purpose of a specific primary or secondary source.
- Explain how the POV of the author can influence the meaning of a primary or secondary source.

Students will identify and analyze democratic principles and ideals. Origins and foundation of the government of the United States will be covered.

- Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
- Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.
- Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.

Students will analyze and evaluate the powers and processes of political and civic institutions learning about power in government

- Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

Students will construct meaningful questions that initiate an inquiry. Developing questions based on a topic and plan an inquiry.

- Formulate open-ended questions for further research within one of the social studies disciplines.
- Identify additional questions that support the research and possible resources to guide the inquiry.



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**Essential Learning**

**Grade/Course: Grade 6 Band**

**Essential Knowledge:**

Students will analyze, develop, and convey meaning through the presentation of artistic work.

- Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- Perform using expressive qualities and techniques.
- Discuss own ideas and feedback of others to develop strategies to address technical challenges
- Illustrate how the setting and music elements contribute to the context of the music
- Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance.
- Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.
- Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.
- Express musical ideas through verbal, movement, written, artistic, or technological means.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Reflect upon and critique performances using grade-appropriate music vocabulary.

**Essential Questions:**

Woodwind/Brass:

1. How do I properly assemble/disassemble an instrument?
2. How do I produce proper tone on an instrument?
3. How do I tune an instrument?
4. How do I read music in a treble clef or bass clef staff?
5. How do I play multiple notes on an instrument?
6. How do I play music with whole, half, and quarter notes and rests?
7. How do I play music with dotted half notes and dotted quarter notes?
8. How do I play music with dynamics?
9. How do I play music with tonguing and slurring?

Percussion:

1. How do I hold sticks with proper grip?
2. How do I strike drums with proper technique?
3. How do I play music with whole, half, quarter, eighth, and sixteenth notes and rests?
4. How do I play music with dotted half and dotted quarter notes?
5. How do I play 16<sup>th</sup> notes patterns (1e+, 1+a, 1a)?
6. How do I play auxiliary percussion instruments?
7. How do I read percussion music?
8. How do I play buzzes?
9. How do I play 9-stroke and 5-stroke rolls?

## Units:

1. Beginner Band Lessons
2. 1<sup>st</sup> Quarter Lessons
3. 2<sup>nd</sup> Quarter Lessons
4. 3<sup>rd</sup> Quarter Lessons
5. 4<sup>th</sup> Quarter Lessons
6. Marching Band Season
7. Winter Concert
8. Band-O-Rama
9. Spring Concert





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## Essential Learning

### Grade/Course: Grade 6 Exercise and Sports Science (ESS)

#### Essential Knowledge:

##### Standard 1

- Throw with a mature pattern for distance or power appropriate to the practice task.
- Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
- Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
- Performs an underhand serve with control for net and wall games.
- Strike, with an implement, a stationary object for accuracy and distance in a practice task.
- Two-hand volley with control in a variety of practice tasks.
- Strike with a mature overhand pattern in a non-dynamic environment for net/wall games.

##### Standard 2

- Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go.
- Reduce open space on defense by making the body larger and reducing passing angles.

##### Standard 3

- Provide examples of health-related and skill-related fitness physical activities.
- Identify major muscles used in selected physical activities.

##### Standard 4

- Identify safety concerns and protocols associated with the physical activity, exercise, dance, and outdoor environments.
- Identify the rules and etiquette in a variety of physical activity environments.
- Exhibit personal responsibility by using appropriate etiquette and demonstrating respect for facilities and exhibiting safe behaviors.
- Work cooperatively and productively with a small group of classmates.

##### Standard 5 (team building/yard games):

- Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.

#### Units:

1. Football
2. Soccer
3. Fitness
4. Adventure/team building
5. Net games
6. Weight training
7. Inline skating
8. Basketball
9. Volleyball

- 10. Golf
- 11. Yard games
- 12. Games of low organization





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## **Essential Learning**

### **Grade/Course: Grades 6, 7 & 8 Health**

#### **Essential Knowledge:**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- Examine how external and internal factors can influence health behaviors.
- Provide examples of how factors can interact to influence health behaviors.
- Examine how one's family, culture, and peers influence one's personal health behaviors.
- Examine how media and technology influence one's own personal health behaviors.
- Examine how one's values and beliefs influences one's own personal health behaviors.

Students will demonstrate the ability to access valid information and products and services to enhance health.

- Describe situations that require accurate health information.
- Locate sources of valid health information from home, school, and community.
- Describe criteria for evaluating resources.

Students will demonstrate the ability to use decision-making skills to enhance health.

- Determine when individual or collaborative decision making is appropriate.
- Demonstrate decision making in health-related situations.
- Predict the impact of each decision on self and others.
- Analyze the outcome of a health-related decision.

#### **Essential Questions:**

1. How does my family medical history affect my health?
2. How does my family culture affect my health?
3. How do my peers affect my health?
4. How do media messages affect my health?
5. How does the use of technology affect my health?
6. How do I access valid health information?
7. How do I identify whether the health information is accurate or credible?
8. How do I identify situations where effective decision-making skills are implemented?
9. How do I assess the impact of a decision-making process on health related situations?

#### **Units:**

##### **6<sup>th</sup> Grade:**

##### **Mental Health**

- Parts of health – Mental/Emotional, Physical, Social.
- Influences on health
- G.R.E.A.T. Program - decision making model

## Nutrition

- How the foods I eat affect my health
- What foods I eat compared to the foods I should eat
- How the decisions I make in food choices affect my health

## Fitness

- What exercise does for my overall health
- Why is exercise important for my mental, physical, and social health
- How the decision I make about exercising affects my overall health

## Human Growth and Development

- How communications skills with others can affect my health
- How the media and what I see and hear affects my health

## 7<sup>th</sup> Grade:

### Mental Health

- The affect mental health has on my overall health
- Research on mental health diseases/disorders
- Presentation of the disease and disorders

### Drugs

- Basic knowledge of drugs
- How media affects my use of drugs
- Research on specific drugs to share with the class

### First -Aid

- How the decisions I make in emergency situations can affect myself or others
- What are my responsibilities when confronted with an emergency situation

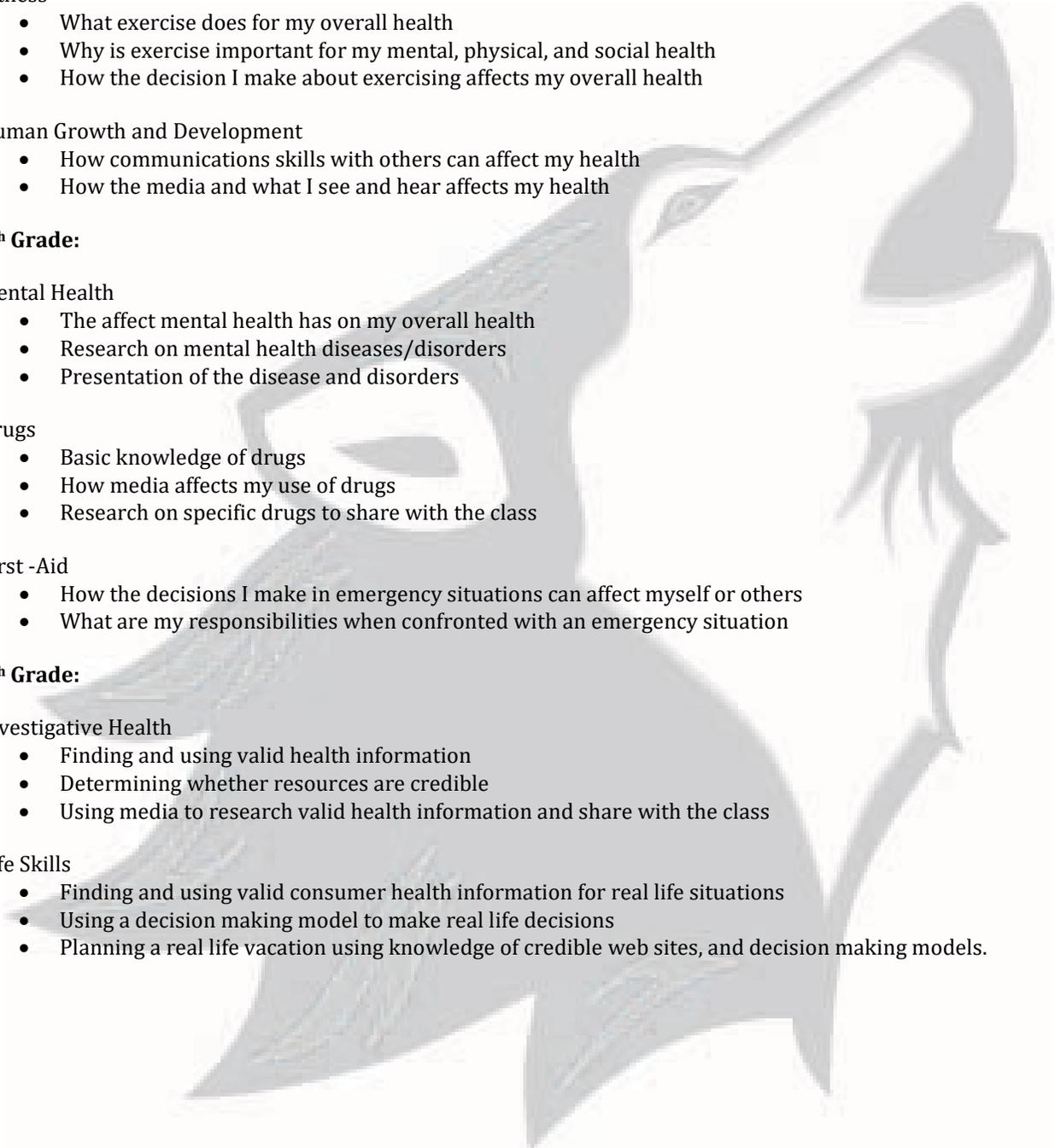
## 8<sup>th</sup> Grade:

### Investigative Health

- Finding and using valid health information
- Determining whether resources are credible
- Using media to research valid health information and share with the class

### Life Skills

- Finding and using valid consumer health information for real life situations
- Using a decision making model to make real life decisions
- Planning a real life vacation using knowledge of credible web sites, and decision making models.





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## Essential Learning

**Grade/Course: MS Science of Technology PLTW- GTT**

### Essential Knowledge:

Students will develop an understanding of the characteristics and scope of technology.

- New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology.
- The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative.
- Technology is closely linked to creativity, which has resulted in innovation.

Students will develop an understanding of the role of society in the development and use of technology.

- Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies.
- The use of inventions and innovations has led to changes in society and the creation of new needs and wants.
- Social and cultural priorities and values are reflected in technological devices.
- Meeting societal expectations is the driving force behind the acceptance and use of products and systems.

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

- Technological systems often interact with one another. A product, system, or environment developed for one setting may be applied to another setting.
- Knowledge gained from other fields of study has a direct effect on the development of technological products and systems.

### Essential Questions:

1. What does a chemical engineer do?
2. What is the difference between a chemical engineer and a chemist?
3. Where would a chemical engineer work?
  
1. What is nanotechnology?
2. How many meters are in a nanometer?
3. Why do we want to make or study such small things?
4. How will nanotechnology affect my life?
5. What tools are necessary to "see" and manipulate at the nanoscale?
  
1. What is the purpose of using a simple or compound machine?
2. What is the difference between a simple and compound machine?
3. If energy cannot be created or destroyed, why do we need to be concerned about our energy sources?
4. What is the relationship between potential energy and kinetic energy?
5. How do subsystems interact to create a system?
6. Why is the design process used when creating new products?

## Units:

1. Applied Chemistry
2. Nanotechnology
3. Applied Physics





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**Essential Learning**

**Grade/Course: MS Automation and Robotics PLTW- GTT**

**Essential Knowledge:**

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

- The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use.
- Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences.
- The development and use of technology poses ethical issues.
- Economic, political, and cultural issues are influenced by the development and use of technology.

Students will develop an understanding of and be able to select and use energy and power technologies.

- Energy is the capacity to do work.
- Energy can be used to do work, using many processes.
- Power is the rate at which energy is converted from one form to another or transferred from one place to another, or the rate at which work is done.

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

- Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system.
- Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it.
- Some technological problems are best solved through experimentation.

**Essential Questions:**

1. What limitations do you think should be placed on the use of robots?
  2. What type of robot do you think makes the most significant contribution to our lives today and why?
  3. What is the greatest concern that should be considered before converting a factory from a human workforce to a robotic workforce?
  4. What impact do you think robots will have on your life in 10 years and in 50 years?
- 
1. Why is it important for you to learn about mechanisms?
  2. What is the purpose of being able to change speed, force, torque, direction, and types of motion with a mechanism?
  3. Describe where you see mechanisms used in three real-life applications and explain the purpose of using a mechanism for that application.
- 
1. How does automation enhance our daily lives?
  2. How can you apply troubleshooting skills that you developed in this lesson to your daily life?
  3. How do comments improve a computer program?
  4. Why is good communication and teamwork important when solving technological problems?

## Units:

1. What is Automation and Robotics?
2. Mechanical Systems
3. Automated Systems





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## Essential Learning

**Grade/Course: MS Medical Detectives PLTW- GTT**

### Essential Knowledge:

Students will develop an understanding of and be able to select and use medical technologies.

- Advances and innovations in medical technologies are used to improve healthcare.
- Sanitation processes used in the disposal of medical products help to protect people from harmful organisms and disease, and shape the ethics of medical safety.
- The vaccines developed for use in immunization require specialized technologies to support environments in which a sufficient amount of vaccines is produced.

Students will develop the abilities to use and maintain technological products and systems. Students will develop an understanding of and be able to select and use medical technologies.

- Use computers and calculators in various applications.
- Advances and innovations in medical technologies are used to improve healthcare.

Students will develop an understanding of the characteristics and scope of technology. Students will develop an understanding of and be able to select and use medical technologies. Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

- New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology.
- Advances and innovations in medical technologies are used to improve healthcare.
- Biotechnology applies the principles of biology to create commercial products or processes.

### Essential Questions:

1. What can patient signs and symptoms tell us about what's happening in the human body?
2. How do medical detectives investigate their cases?
3. What does effective teamwork look like?

### Units:

1. What is a Medical Detective?
2. Mysteries of the Human Body Systems
3. Murder Mystery



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## Essential Learning

**Grade/Course: MS Magic of Electrons PLTW- GTT**

### Essential Knowledge:

Students will develop an understanding of the characteristics and scope of technology. Students will develop an understanding of the core concepts of technology.

- Technology is closely linked to creativity, which has resulted in innovation.
- Technological systems can be connected to one another.

Students will develop an understanding of and be able to select and use energy and power technologies.

- Power systems must have a source of energy, a process, and loads.

Students will develop an understanding of and be able to select and use information and communication technologies.

- The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas.

### Essential Questions:

1. Why are the safety considerations and best practices associated with working in electronics important?
  2. How can the periodic table be used to help predict whether a material will be a good conductor?
  3. Why do electricians need to measure current, voltage, and resistance when creating a circuit?
- 
1. How are series and parallel electrical circuits similar? Different?
  2. Why is it important that those who create and use circuit diagrams use common symbols or conventions?
  3. Why is the mathematical relationship expressed through Ohm's Law so important for designing and evaluating electrical circuits?
- 
1. What is the difference between how humans and computers think and make decisions?
  2. Why is the understanding of binary and decimal number systems essential to your ability to design combinational logic circuits?
  3. What might a design process look like for creating an analog or digital circuit?

### Units:

1. What Is Electricity?
2. Electronics
3. Digital Electronics



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**Essential Learning**

**Grade/Course: Grade 6 German/Spanish**

**Essential Knowledge:**

Students will be able to greet and leave people in a polite way.

Students will be able to tell someone how they are feeling.

Students will be able to recite the alphabet.

Students will be able to identify basic colors.

Students will be able to identify numbers 0-30.

Students will be able to compare a specific cultural event or holiday.

**Essential Questions:**

- How do I begin to communicate in a new language?

**Units:**

- Introductions and Greetings

