



**SKYVIEW MIDDLE SCHOOL**

**2009 - 2010**

**6<sup>TH</sup> GRADE**

**COURSE DESCRIPTIONS**

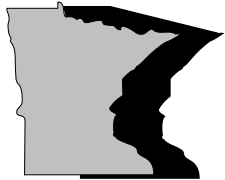
**TEAMING APPROACH GRADE 6:** One of the concepts in building an effective middle school is providing students with small community membership within the larger school community. The teachers and students of the sixth grade team form a cohesive and supportive group. Together they build a feeling of belonging and a sense of shared productivity.

**MATH 6:** District 622 is using a program for 6<sup>th</sup> - 8<sup>th</sup> grade math called *MathThematics* (Stem Project). This program presents math concepts that connect mathematical ideas to real world applications. A variety of teaching methods are used including cooperative learning, discovery-based learning and direct instruction. The majority of sixth grade students are enrolled in Book 1 of the *MathThematics* series. This course includes topics in fractions, decimals, percents, geometry, measurement, algebra, probability, statistics and visual representations. Problem solving, mathematical reasoning, estimation, technical reading and writing are embedded in the curriculum. Enrichment is available within each module.



**MATHEMATICS 6:** The above curriculum will be covered at an accelerated pace. Students will use Book 2 of the *MathThematics* series. A District selection process will be used to determine class placement.

**SOCIAL STUDIES 6:** Sixth grade Social Studies is a two-trimester class. The course is dedicated to Minnesota history. Included in this study are 6 topics:



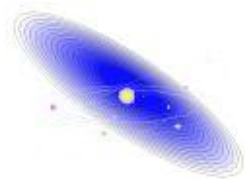
- ◆ The Dakota and Ojibway in Minnesota
- ◆ The fur trade in Minnesota
- ◆ Indian treaties and their influence on the Dakota Conflict
- ◆ Immigrants and the early settlement of Minnesota
- ◆ Early industrial growth in 19<sup>th</sup> Century Minnesota (logging, flour milling and mining)
- ◆ Identify major ecosystems, topographic features and natural resources in Minnesota

Resource use and critical thinking skills are also emphasized. Skills included are:

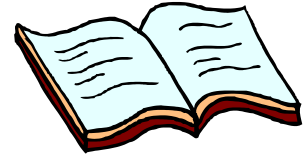
- ◆ Beginning note-taking
- ◆ Study Skills
- ◆ Analyze and examine historical perspectives
- ◆ Map reading skills
- ◆ The use of Multiple Intelligence Strategies

The textbook used is *Northern Lights, The Story of Minnesota*, MHS Press (2003).

**SCIENCE 6:** Science 6 is two one-trimester courses. The goal of the sixth grade science program is to have all students achieve a basic understanding of the components of the earth systems and the movement of objects in the solar system. The earth system units focus on the geosphere (layers, plate tectonics, etc.), hydrosphere (water), and atmosphere (air, weather and climate). The solar system units focus on understanding the relative position and motion of objects such as the earth, moon and other planets. Course work is relatively hands-on with a current classroom textbook used as an additional resource.



**INTEGRATED LANGUAGE ARTS 6:** The sixth grade Language Arts block is two periods long. During this extended block, students learn skills and strategies in reading, writing, speaking, and listening. A basal textbook, along with other acclaimed middle school literature expose students to both fiction and informational text, and provide opportunity to expand and refine comprehension strategies.



Students develop spelling, grammar, and written language mechanics through daily language activities and written assignments such as essays, narratives, and research reports. Concepts from the 6-Trait Writing Program are practiced during the writing process.

**PHYSICAL EDUCATION 6:** Students are required to take physical education for three-fourths of the school year. Through active participation, students are encouraged to choose a healthy and active lifestyle. We will create an awareness and appreciation for cooperative games/activities, along with team and individual sports. This course will focus on physical fitness, rhythmic education, swimming and indoor/outdoor activities. Skill development, application, teamwork, cooperation, respect for self and others, sportsmanship and decision-making are areas that are consistently reinforced and modeled for students.

**HEALTH 6:** Health is taught as a nine-week course in conjunction with physical education, and is taught by the same teacher. The focus of this course will be body systems (skeletal, muscular, digestive), personal development (bullying), tobacco/alcohol/drugs (introduction), and human sexuality (puberty, system map overview, abstinence-based). Class activities will include, but not be limited to reading, discussions, appropriate power point and video presentations, and hands-on activities that complement the units being studied.



**MUSIC APPRECIATION 6:** Music Appreciation 6 meets daily for one trimester. Study units include: musical instruments; music from around the world; music history; and the development of musical theater. Students will also be building and playing their own instruments. Music listening skills will be developed throughout the course.



**ART 6:** This is a trimester course where students will identify and create art using basic techniques, vocabulary and art history. They are expected to know and identify the art elements, the credit line, the subject matter and selected examples from art history. Students will be exposed to a variety of media and methods of creating their own art. The process of analyzing and understanding art will be introduced.



**CHOIR 6:** This is a performance-oriented class in which part-singing and music reading skills are developed. There are two concerts during the year. **Attendance at concerts is mandatory.** Students who do not meet minimum expectations and requirements may be reevaluated to determine their eligibility to remain in choir. Choir is a **yearlong commitment** for highly motivated dedicated students who love to sing!



**BAND 6:** Sixth grade band is open to students who have completed fifth grade band. Students registering for 6<sup>th</sup> grade band must play the same instrument that they played in 5<sup>th</sup> grade (unless they have permission to switch instruments from the Middle School Band Director). Band is a performance-oriented class that performs two to three times per year. **Attendance at concerts is mandatory.** Band members receive small group lessons during the trimester, in addition to their band rehearsals. **Home practice is required. Students who do not meet minimum expectations and requirements may be re-evaluated to determine their eligibility to remain in band.** The school may provide the following instruments: bass clarinet, tenor saxophone, baritone saxophone, French horn, baritone and tuba. There is a rental charge for use of these instruments. All other instruments must be provided by the students.



**JAZZ ENSEMBLE:** Jazz Ensemble is an extra curricular class that meets before school 3 days a week. Students are selected by an audition process. Jazz Ensemble auditions are open to sixth, seventh, and eighth grade students who play saxophone, trumpet, trombone, piano, bass guitar or drums.



**SPECIAL SERVICES:** Special education services are provided for students who qualify in a cross-categorical inclusion or intervention model. Services are provided in the areas of learning disabilities (LD), other health impaired (OHI), autism spectrum disorder (ASD), and emotional behavioral disorder (EBD). Related services for qualifying students are provided in the areas of speech/language, hearing impairment, and/or adaptive physical education.

### **OTHER SERVICES**

Homebound instruction for students absent from school due to injury or illness for a consecutive period of 15 days or more is also available. Parents/Guardians who feel that they are in need of such services should contact the Guidance Office.

