



ELKHORN

PUBLIC SCHOOLS

2018 -2019

Grade 6 Curriculum Handbook



Elkhorn Grandview Middle School
Elkhorn Middle School
Elkhorn Ridge Middle School
Elkhorn Valley View Middle School

WELCOME

We welcome you and your children to Elkhorn Public Schools (EPS) middle schools. Our middle school curriculum is designed to meet the needs of a special group of students; the 10-14 year olds. It is academic, but also exploratory. While basic skills are emphasized in core areas, exploratory experiences expose students to additional areas to help them develop new interests, to appreciate the fine and applied arts, and to expand their talents.

We look forward to working with you to help your children move successfully and happily through these transitional years. Adolescents require understanding, love, and patience from their parents, teachers, and other adults in their lives. This handbook is designed to acquaint you with the middle school curriculum and activities. We hope it will answer your questions about our program and give you insight as you join us in helping your children make the incredible journey from childhood to adolescence.

TEAM CONCEPT

The middle school program is designed to promote success. Students are assigned to an academic team in the 6th, 7th and 8th grade. The team serves several purposes. Team teachers are responsible for teaching Language Arts, Reading, Math, Science and Social Studies. The team affords flexibility in scheduling. In addition, the team provides a small unit within the school to allow for more personalized instruction and interaction between teachers and students.

The team teachers, because of their common planning time, are able to work closely to plan appropriate instructional and social strategies for students. Planning time also provides a time to conference with parents and/or resource personnel regarding special learning and behavior needs of individual students.

Through a total team effort, the EPS middle schools will work to provide each student with opportunities to grow in knowledge of the academic subjects, performance of life skills and the ability to accept and follow through with responsibilities. Self-discipline is probably the most important aspect to student success. Our team work is focused on helping each student develop that sense of self-responsibility.

GRADING

Grades during middle school help determine which classes students may be eligible for during high school. Regular attendance is essential, as daily grades are taken in class. Due to the participation and class interactions, grades reflect academic knowledge, attendance, and responsibility. Students are encouraged to do their best and to prepare all work in the best possible manner. All subject areas use the 1-5 grading system, unless otherwise stated.

The grading scale is:

- 1 = 93%-100%
- 2 = 85%-92%
- 3 = 78%-84%
- 4 = 70%-77%
- 5 = 0%-69%

- IN = Work Incomplete
- P = Pass
- F = Fail

ACTIVITIES AT THE MIDDLE SCHOOL

Athletics:

Boys Athletics:

Sport	Season	Grade Level	Interscholastic/Intramural
Football	Fall	7 th & 8 th	Interscholastic
Basketball	Winter (Nov. – Jan.)	7 th & 8 th	Interscholastic & Intramural
Wrestling	Winter (Jan. -March)	7 th & 8 th	Interscholastic
Track	Spring	7 th & 8 th	Interscholastic

Girls Athletics:

Sport	Season	Grade Level	Interscholastic/Intramural
Volleyball	Fall	7 th & 8 th	Interscholastic & Intramural
Basketball	Winter (Jan. – March)	7 th & 8 th	Interscholastic & Intramural
Track	Spring	7 th & 8 th	Interscholastic

Non-Athletics:

Activity	Season	Grade Level
Math Counts	Fall – Winter	All
Computer Club	Fall – Spring	All
Yearbook	Fall – Spring	All
Student Council	Fall – Spring	All
Chess Club	Fall – Spring	All

LANGUAGE ARTS - 6TH GRADE **(CORE CLASS)**

COURSE DESCRIPTION: 6th grade Language Arts is comprised of experiences in oral and written communication with a literature base. Areas of composition may include letters, stories, poetry, journals, and paragraphs, as well as many other creative projects or activities. Units and areas of focus include, but are not limited to the following:

1. Vocabulary/Spelling
2. Composition (a 6 trait writing model will be the primary tool for writing instruction: organization, conventions, sentence fluency, word choice, voice, and ideas)
3. Grammar, mechanics, and usage
4. Oral Communication (may include class discussion, reader's theater, and formal/informal speeches)
5. Exposure to various literary genres (may include short story, novel, and poetry)
6. Library/Research Skills

TEXTS: The Write Source: A Student Handbook, 1987.
Holt Handbook, 2003

READING - 6TH GRADE **(CORE CLASS)**

COURSE DESCRIPTION: Reading is a skill. The more you do it, the better you become.

This course is divided into various components. The first component is individual class work involving reading and discussing, in large and/or small groups, a variety of short stories, novels, poetry and plays. Instruction in word analysis, listening skills, vocabulary, oral language, reading comprehension, reading fluency, and analyzing literary elements are also emphasized. The second component, Accelerated Reader (AR), is a learning information system that manages testing, record keeping, and reporting on individual student progress. This learning system encourages increased reading time and works on the student's comprehension.

TEXT: Holt McDougal Literature, Houghton Mifflin Harcourt, 2012
Growing Your Vocabulary: Learning from Greek and Latin Roots, Prestwick House, 2008

MATH 6 **(CORE CLASS)**

COURSE DESCRIPTION: This course involves all operations (addition, subtraction, multiplication and division) in working with whole numbers, decimals, fractions, and mixed numbers. Included is an overview of several other mathematical concepts. Problem solving is practiced continuously throughout the year.

COURSE OUTLINE:

1. Problem Solving
2. Graphs and Statistics
3. Decimals: Addition, Subtraction, Multiplication, and Division
4. Patterns and Number Sense
5. Fractions: Addition, Subtraction, Multiplication, and Division
6. Investigations of Geometry
7. Ratio, Proportion, and Percent
8. Area and Volume
9. Investigations with Integers

TEXT: National Glencoe Math , Course 1 2015

PRE-CONCEPTS - 6TH GRADE
(CORE CLASS)

PREREQUISITES: Teacher recommendation based on MAP score, NSCAS Math score, 6th grade Readiness test and previous years Math performance.

*A 6th grader is eligible for 7th Grade Pre-Algebra with a teacher recommendation, a 1 in the previous year's Math class and exceptional performance on a placement test and the MAP test.

COURSE DESCRIPTION: The units covered include a review of all basic operations, with a deeper coverage of decimals, fractions, geometry, integers, and problem solving. An introduction of algebra and more abstract mathematics will be taught. Several other higher mathematical concepts are introduced.

COURSE OUTLINE:

1. Problem solving
2. Statistics and data analysis
3. Patterns and number sense
4. Applications with fractions
5. An introduction to Algebra
6. Integers
7. Investigations into geometry
8. Area, Surface area and Volume
9. Ratio, proportion, and percent
10. Probability
11. Functions and graphing

TEXT: National Glencoe Math, Course 2, 2015

GENERAL SCIENCE - 6TH GRADE
(CORE CLASS)

COURSE DESCRIPTION: 6th grade science includes units in life science, earth science, and physical science. The life science component includes an in-depth exploration of the bacteria, protist, fungi, plant and animal kingdoms, and the environment. The earth science component consists of a study of weather and climate. The physical science component will cover the basic characteristics of matter. As part of the science curriculum, students will use technology to enhance lab experiences and day to day objectives.

TEXT: Holt Science and Technology short course series, Holt, Rinehart and Winston, 2007

SOCIAL STUDIES - 6TH GRADE
(CORE CLASS)

PREREQUISITES: None

COURSE DESCRIPTION: This course includes units in U.S. Government, Basic Economics, Geography and Urban Geography. The U.S. Government unit will cover the three branches of the federal government, the state level of government and the local level of government. The Basic Economics unit will cover basic economic concepts, global economic systems, and personal finance. The Geography unit will cover the five themes of geography, physical and human geography, and basic geography skills. Finally, the Urban Geography unit will cover the growth and development of urban areas with a focus on the city of Omaha.

TEXTS: 1. Introduction to Geography 2. Building Citizenship: Civics and Economics

EXPLORATORY BLOCKS

(6 weeks) All sixth grade students rotate through each program

ART – 6TH GRADE

(EXPLORATORY BLOCK - 6 WEEKS)

COURSE DESCRIPTION: This course includes a 2-D drawing unit and a 3-D pottery unit. Both focus on Elements of Art and Design.

EXPLORATORY FAMILY AND CONSUMER SCIENCE – 6TH GRADE

(EXPLORATORY BLOCK- 6 WEEKS)

COURSE DESCRIPTION: The Middle School Family and Consumer Science Program will be delivered in a student-centered, modular education classroom setting. The course involves an applied approach to curriculum focused around the following areas: Baking and measuring skills, Child Care and Development and understanding Families. Students will be involved in challenging hands-on activities, experiments, problem solving practices and group work.

HEALTH – 6TH GRADE

(EXPLORATORY BLOCK - 6 WEEKS)

COURSE DESCRIPTION: The 6th grade health class focuses on the changes and challenges of adolescence. This class encourages self-discipline, responsibility, good judgment and the ability to get along with others. Topics of discussion include peer relationships, decision-making, changes of early adolescence, healthy communication skills, building self-esteem and self-confidence, goal setting and drug and alcohol education. The class emphasizes that young people should not use drugs and helps them acquire the specific knowledge and skills they need to be drug free. Classroom learning experiences actively involve students in group work, activities, discussions, reading, writing assignments, and videos.

GRADING: Writing assignments, projects, presentations, quizzes, tests, and class participation.

* Classroom resources are available for parent review. See the health teacher.

INDUSTRIAL TECHNOLOGY – 6TH GRADE

(EXPLORATORY BLOCK - 6 WEEKS)

COURSE DESCRIPTION: An introduction and applied approach to Technology Education utilizing computer technology in office like modules. Curriculum will focus around the four components of industrial technology: Manufacturing Technology, Communication Technology, Construction Technology and Transportation Technology.

TEXT: TECHNOLOGY - Delmar Pub. Inc.

SPEECH & DRAMA – 6TH GRADE

(EXPLORATORY BLOCK – 6 WEEKS)

COURSE DESCRIPTION: In this class students will explore the basics of theatre terminology and develop communication and listening skills. The class will focus on physical awareness and the ability to deliver a scripted monologue. The students will also be able to evaluate and critique live performances.

KEYBOARDING – 6TH GRADE
(EXPLORATORY BLOCK - 6 WEEKS)

COURSE DESCRIPTION: This course will reinforce and extend keyboarding skills. This course will enhance the students understanding of using the computer to develop various types of word processing methods and projects for future use.

PERFORMANCE STANDARDS: Students will demonstrate the ability to:

1. Understand computer terminology
2. Startup and appropriately use portfolios/servers
3. Learn all lettered keys by touch
4. Use proper keyboarding techniques
5. Setup and process reports, manuscripts, letters and notes
6. Startup, save and retrieve data for immediate and future use
7. Share word processing work to help improve and clarify the work done by each student
8. Learn to properly proofread and edit individual work
9. Be aware of internet safety
10. Create a basic presentation
11. Use a graphics editing program
12. Learn to perform basic internet searches

TEXT: Illustrated Microsoft Office 365 & Office 2016: Introductory

LANGUAGE EXPERIENCE – 6TH GRADE
(REQUIRED CLASS - EVERY OTHER DAY)

COURSE DESCRIPTION: This class is designed to expose students to Japanese, French, and Spanish along with their cultures, customs, and traditions. These three languages are the languages of choice at both EPS high schools. This class will use thematic learning incorporating activities requiring different levels of thinking to allow for differences among students in readiness, interest, and ability. Assessment will be based upon daily classroom participation, assignments, quizzes, and thematic projects. The first quarter of the school year is dedicated to Japanese; the second quarter of the school year is dedicated to French; the third and fourth quarters (second semester) of the school year is dedicated to Spanish. This second semester of Spanish is the first chapter of the high school Spanish I curriculum.

TEXT: Autentico: Pearson 2017

PHYSICAL EDUCATION - 6TH GRADE
(REQUIRED CLASS – EVERY OTHER DAY)

COURSE DESCRIPTION: As a part of the total school curriculum, physical education offers an organized, sequential progression of activities which provide for the social, physical, intellectual, and emotional development of children through the medium of physical activity.

ACTIVITIES:

Flag Football	Soccer	Basketball	Physical Fitness Test
Wrestling	Indoor Hockey	Softball	Indoor Soccer
Cross Country	Track & Field	Ultimate Frisbee Badminton/Ping Pong	Volleyball
Bowling	Archery	Introduction to Weight Training	

DAILY ROUTINE: Class period 45 minutes:
5 minutes – dress
35 minutes – exercise
5 minutes – dress

UNIFORM: Shirt, shorts and tennis shoes.

Cannot be the same shirt and shorts that were worn to school

GRADING: 1-5 (1=Excellent; 2=Good; 3=Average; 4=Pass; and 5=Fail) Grades are determined using a demerit system based on three areas: Skill-Improvement, Attitude/Dress, and Written Test.

LOCKS: All lockers in the locker room will come with a lock.

6th GRADE CHORUS
(ADDITIONAL OFFERING)

COURSE DESCRIPTION: In chorus we will develop the singing voice needed to become a choir. Through our choral singing, we will explore many musical styles, cultures, and fundamentals of music. Part-singing, singing vowels and consonants, movement, and facial expression will be taught to build the self-confidence needed to engage the audience in our performances. Three (3) concerts will be performed throughout the year to give the singers an opportunity to show the progress being made. 6th grade chorus prepares students for 7th and 8th grade chorus and the EMS "Classic" Show Choir.

TEXT: Sing from Octavos

CONCERT DRESS: Students will wear black pants, black socks, black shoes, and a middle school "Noteworthy" t-shirt.

GRADING: Grades will be determined by participation and attitude in class and performances, individual skills such as solfege, rhythm, notes, and classroom work.

BAND - 6TH GRADE
(ADDITIONAL OFFERING)

PREREQUISITES: Permission of instructor.

COURSE DESCRIPTION: Students will be learning an instrument from the very beginning. A team-teaching approach will enable the student to receive small group instruction. Classes will be organized by same or similar instruments. Students will perform in three concerts plus one high school basketball game over the course of the year.

Band is a yearlong course offered every other day. There is a one week period at the beginning of each semester during which a student may drop band. Before a student is dropped from this course, there **must** be a written or verbal request from the parent to the band director.

TEXT: **All Wind Instruments - Tradition of Excellence Book 1**
Percussion - Alfred's Drum Method-Book 1 AND Primary Handbook for Mallets

CONCERT DRESS: Students will wear black pants, black socks, solid black shoes, and the appropriate middle school music shirt (the shirt can be purchased through the school).

GRADING: Grades will be determined by participation and attitude in class, individual playing skills such as rhythms and scales, fingerings, vocabulary, playing assessments, and home practice.

***Parents will need to make their own arrangements for instruments. Beginning instruments are not furnished by the school.**

SPECIAL EDUCATION - 6TH GRADE
(Resource Room) (Additional Offering)

PREREQUISITES: Students must first be referred by a teacher or parent. Screening of student's records will determine if individual psychological tests are necessary. Placement is dependent on test results.

COURSE DESCRIPTION: The resource program provides collaborative support for students in the regular classroom. Adaptations of assignments and tests, study guides, oral reading of tests and use of technology to support students in a collaborative classroom. Individual resource supports are offered when inclusion within the regular classroom is not conducive to student's needs and learning. Each student's program will be designed to meet individual academic, behavioral, social and emotional needs.

SPECIAL EDUCATION – 6TH GRADE
Life Skills Program (Additional Offering)

PREREQUISITES: Student's IEP Team Recommendation

COURSE DESCRIPTION: The Life Skills Program is an integration of functional academic, community living and personal/social skills. Students will work on prevocational, recreation/leisure, and home living skills. Students also work on specific curricula to assist them in becoming active participants in the community.

HIGH ABILITY LEARNER EDUCATION-6TH GRADE
(H.A.L.E.) - (Additional Offering)

PREREQUISITES: In order to be considered for identification into the HALE program, students must first have qualifying scores and a teacher recommendation. The next step is for the student's scores, teacher evaluation and sample work to be entered into a matrix to determine identification into the program.

1. Student must achieve 125 or above on a Scholastic Aptitude Measure
2. Achievement level total composite of 96% or higher on a standardized achievement test
3. Achievement level of 96% or higher on any sub test of a standardized achievement test in the areas of total reading, language arts, or mathematics.
4. Nomination by teacher or parent using a specific list of characteristics

COURSE DESCRIPTION: The middle school program primarily employs interest based seminars and independent study to achieve program goals. Appropriate pacing of curriculum ensures that the rapid learner is challenged. Curriculum compacting is available for those students able to demonstrate mastery of skills.

SUPPORT CLASSES

Support Math (Grade 6, 7 and 8):

PREREQUISITES: Students are selected for Support Math based upon MAP scores, NSCAS Math results, and teacher recommendation.

COURSE DESCRIPTION: This course is designed to increase the time for mathematics instruction. Students will receive additional classroom instruction and support to supplement the grade level mathematics curriculum. The student will strengthen knowledge of math procedures and computation along with problem solving techniques.

Support Reading (Grade 6, 7 and 8):

PREREQUISITES: Students are selected for Support Reading based upon MAP scores, NSCAS Reading results, Gates-MacGinitie Reading Test and teacher recommendation.

COURSE DESCRIPTION: This course is designed to increase the time for reading instruction. Students will receive additional classroom instruction and support to supplement the grade level reading curriculum. The student will strengthen knowledge in fluency, decoding, comprehension and vocabulary development using both fiction and non-fiction texts.