

# CMS-East

## 6<sup>th</sup> Grade Course Catalog



Home of the Broncos

# Middle School GT Program

Gifted and Talented classes are offered in mathematics, language and literacy, social studies, and science. GT students must take at least one GT class to continue as an active GT student.

The following describes the GT curriculum for middle school:

## **Concept based curriculum**

- Teach established generalizations surrounding concepts
- Focus instruction around essential questions
- Students learn independently to acquire grade specific content

## **How this meets GT Program Goals:**

- Self-Directed Learning
  - Students regularly engage in independent research on grade specific content
- Research
  - Students will be specifically taught to do independent research and write in appropriate formats to communicate what they are learning.
  - Development of sophisticated research skills will be a hallmark of this GT Program.
- Thinking
  - (Critical) Students will be taught critical thinking skills through the conceptual thinking, generalizations, and essential questions.
  - (Creative) Students will develop multiple products to reflect creative thinking based on the research and content of the GT courses.
  - (Analysis and Application) Students will learn to apply knowledge in new and novel situations and analyze all new information in light of principles and generalizations.
- Communication
  - Students will develop communication skills through presentations including multiple forms of media.
  - Students will learn authentic forms of communication within each discipline including most current digital forms of communication.
  - All forms of independent learning and research will culminate in a product that effectively communicates.

## **How this program fits well for gifted learners:**

- Open-ended curriculum and instruction
- Authentic assessment with products and performances
- Student choice to focus on topics of interest through independent research
- Conceptual learning beginning with the big picture and classical questions in each discipline
- Self-directed learning with student choices in research promotes self-understanding
- Potential to develop sound liberal foundations while also developing specialized competencies within each discipline

# 6<sup>th</sup> Grade

## Course Descriptions

### Required Courses

#### **Language & Literacy 6 (1 period)**

This integrated approach to language and literacy focuses on the thinking required to make meaning of genres from a variety of media as well as craft communication effectively (orally, in writing, or multi-media), adjusting for purpose and audience. Students reflect on their own reading and writing processes throughout the year. The foundation of research, asking good questions, guides the development of student inquiry.

#### **Language & Literacy Pre AP 6 (1 period)**

The Pre AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. In both writing and reading, students will develop an understanding of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The middle level Pre AP Language & Literacy classes are designed to support and prepare students for high school AP English courses and the AP English Literature and Composition exams, which are components of the Distinguished Achievement Program (DAP).

#### **GT Language & Literacy (1 period)**

GT language arts and reading engages gifted learners in the major concepts of literacy and language development through advanced content instruction. This course emphasizes critical, creative, and analytical thinking; self-directed, independent research; and communication with writing, speaking, and interactive media. Students in the GT language arts and reading course will read widely from required and self-selected texts; they will write regularly in multiple formats including persuasive and expository modes. Students will select independent research topics and develop skills of academic research as they explore concepts and ideas in greater depth. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21<sup>st</sup> century. *Students must be identified gifted according to CISD selection criteria.*

#### **Math 6 (1 period)**

This course builds an algebraic foundation within the five content strands of mathematics: Number Sense and Operations, Algebraic Reasoning, Geometric Reasoning, Measurement, and Probability & Statistics. Students explore problems and develop a deeper understanding of problem-solving strategies, and ways of thinking. The students will reflect on, examine, and compare a variety of methods to solve problems that require thinking, planning, reasoning, computing, and evaluating. This course also assists students in developing analytic skills (problem solving, estimation, and mathematical reasoning).

**Math Pre AP 6 (1 period)**

Students will study the importance of graphical and algebraic analysis in the understanding of Number Sense and Operations, Geometric Reasoning, Algebraic Reasoning, Measurement, and Probability and Statistics. Students will be expected to demonstrate a mature understanding of the rational number system, use variables to solve problems, use the Cartesian coordinate system, and synthesize multiple concepts to arrive at general conclusions. Students will be expected to demonstrate independence in their ability to reason analytically at a demanding pace. It is important to note that this course covers all 6<sup>th</sup> grade TEKS and a portion of 7<sup>th</sup> grade TEKS.

**GT Mathematics (1 period)**

GT mathematics engages gifted learners in the major concepts of number sense, problem solving, and mathematical analysis. Students will develop mathematical thinking and reasoning skills including making conjectures and developing sound deductive arguments as a basis for developing new insights and promoting further study of mathematics. Students in GT mathematics will learn new concepts and skills in the context of solving problems. The advanced content of GT mathematics will allow students to grapple with open-ended questions and challenges that encourage students to develop alternative and creative solutions to problems. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21<sup>st</sup> century. ***Students must be identified gifted according to CISD selection criteria.***

**Science 6 (1 period)**

In grade 6, students develop scientific ways of learning and thinking including inquiry, safe working practices, collaboration, effective communication of scientific information, research skills, data acquisition and analysis, and information literacy. Student scientists use evidence to make predictions and construct testable explanations of natural phenomena. Sixth grade science is interdisciplinary in nature with an emphasis on the study of physical science.

**GT Science (1 period)**

GT science engages gifted learners in the major concepts of science and the scientific method of inquiry. Students will study the nature, structure, and processes of science focusing on how one arrives at scientific conclusions. Open-ended laboratory experiences will develop the scientific thinking talents of students as they engage in self-directed, independent research. The GT science course emphasizes critical and creative thinking as students explore in-depth topics and appreciate the role science places in the research and innovation. Students will practice skills of scientific literacy including methods of scientific communication and discourse. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21<sup>st</sup> century. ***Students must be identified gifted according to CISD selection criteria.***

**Social Studies 6 (1 period)**

In grade 6, students develop learning, thinking, and research skills that promote understanding of social and environmental influences on human behavior and assist them in making connections between their lives and decisions to the world around them, taking into consideration both past and present. Sixth grade social studies is interdisciplinary with an emphasis on the study of the influence of individuals and groups on historical and contemporary events in selected societies as well as identifying the locations and geographic characteristics of those societies.

**GT Social Studies (1 period)**

GT social studies engages gifted learners in the major concepts of culture and history through advanced content instruction. This course emphasizes critical, creative, and analytical thinking; self-directed, independent research; and communication with writing, speaking, and interactive media. Students in GT social studies will develop historical research capabilities and practice historical analysis and interpretation through a concept-based curriculum. Students will gain historical and cultural knowledge, learn to examine assumptions and conclusions, and conduct their own research using inquiry methods of the social scientist. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21<sup>st</sup> century. ***Students must be identified gifted according to CISD selection criteria.***

## **Electives**

### **(Full year - 1 period each)**

#### **Grammar & Composition/ESL Communication:**

This course is required for beginning and intermediate English Language Learners in grades 6-8. Students will focus on language acquisition skills necessary for proficiency in oral and written basic interpersonal and academic communication in order to be successful in grade level academic classes in English. *(Students must qualify for this course.)*

#### **READ 180**

##### **Prerequisite: Teacher and Committee recommendation (RTI, 504 or ARD)**

This course utilizes the READ 180 instructional program designed for students who experience difficulty in reading. The class focuses on equipping students with the skills and strategies necessary to independently comprehend a wide range of texts. Students divide their time between independent reading, teacher-directed small group sessions, and individualized computer interaction. *(Students must qualify for this course.)*

#### **MTA**

##### **Prerequisite: Teacher and Committee recommendation (RTI, 504 or ARD)**

This course is designed to follow the CISD approved curriculum for students with dyslexia – MTA. (Multi-sensory Teaching Approach) Instruction is strategy oriented and addresses graphophonemic knowledge, reading proficiency, fluency, comprehension, and spelling. MTA includes Language Structure instruction that encompasses morphology, semantics, syntax, and pragmatics. *(Students must qualify for this course.)*

#### **Math Science Investigation**

The Math and Science Investigations course engages students in problem solving in the areas of engineering, forensic science and emerging media. Through inquiry and project based learning, students will hypothesize, acquire and analyze data, and formulate conclusions. Student investigators will experience science as the application of mathematics and mathematics as a vehicle for making meaning within a scientific investigation.

#### **Creative Writing/ Reading Studio**

Students will be immersed in various fictional styles such as prose, poetry, and drama through self-selected and guided reading choices. Student discussion groups, author studies, and communication with Young Adult (YA) authors will provide rich ideas, models and feedback. While in this studio setting, students will discover their own writing style while crafting their own original texts. An emphasis will be on exploring genre-specific design features, imitating published authors' works, incorporating effective stylistic choices, and understanding the power of the purpose/audience filter. Students will build a portfolio of work throughout the course with the goal of publishing an original work at the end.

#### **Art A**

This beginning course provides students an opportunity to explore different artists, and a variety of techniques. Students will study skills and mediums including drawing, print-making, one-point perspective, Prisma Pencil techniques, color wheel, painting, human proportion, sculpture, calligraphy, ceramics, collage and fiber. Art history and aesthetic judgment are integrated into the course along with a study of other cultures and their art. Sketchbooks will be a weekly assignment for this class. *Art Supply fee of \$40.00 for students' consumable materials.*

## **Band 6**

### **Prerequisite: Director interview**

The Cadet Band is for students who wish to learn how to play a wind, brass, or percussion instrument and be a part of the Band Program. Students learn how to read music and produce a characteristic tone on a wind instrument. Also, through structured group and related activities, students develop self discipline skills that help to enhance other academic classes. Wind instruments taught are: flute, oboe, bassoon, clarinet, saxophone, cornet (trumpet), French horn, trombone, euphonium (baritone), and tuba. Percussion instruments include snare drum, timpani (kettle drums) and all of the melodic keyboard instruments. ***\*It is strongly recommended that percussion and/or oboe students have at least 2 years of piano before starting cadet band.***

## **Choir 6**

Choir is a performance class, open to all 6th grade students who enjoy singing and performing. Students learn proper vocal technique and music reading skills. The choir will perform a variety of musical and cultural styles for concerts, contests and festivals (such as UIL Solo and Sandy Lake). Opportunities exist for leadership through the selection of choir officers. Boys should sign up for Tenor/Bass Choir and girls should sign up for Girls' Choir. ***Students will be required to buy a concert uniform.***

## **Theatre A**

Theatre is an introductory course designed for the middle school student to experience the basic elements of drama. Beginning acting techniques will be explored along with the basic skills needed when performing for the public. The student will have an opportunity to perform in a one-act play.

## **Wellness/Physical Education 6**

Instruction centers on organized games and lifetime sports; included are volleyball, soccer, basketball, softball, tennis, dance, football, and conditioning. The classes are mixed boys and girls. Instruction is also provided on tobacco, alcohol and drug abuse, mental health, cardiovascular health, and dental hygiene. During P.E., all students must wear the designated change of clothing. ***A P.E. uniform is required and can be ordered through the PTO.***

# PLACEMENT PROCESS

A variety of language arts classes and math classes are offered to meet the many and varied needs of our students. Students who qualify for placement in *GT LANGUAGE ARTS* and/or, *GT MATH*, and *RESOURCE MATH* and/or *RESOURCE LANGUAGE ARTS* will be hand scheduled by the counselor prior to schedule pick-up.

## SCHEDULE CHANGES

One of the most critical functions performed by a school is the pre-registration of students. Based upon pre-registration information, courses are scheduled and teachers are employed for the next school year. Schedule changes are made only under the conditions listed below:

- A change is needed as a result of summer school.
- A change is needed to balance classes within the master schedule.
- Any change which, in the judgment of the principal, is in the best interest of the student and/or teacher.
- Students can request schedule changes before school begins. Although all requests will be taken into consideration, ***we cannot guarantee changes***. It will depend on the master schedule. At CMS East, classes, especially elective classes, quickly reach their maximum numbers. For this reason, it is feasible that students may receive their 2<sup>nd</sup> and 3<sup>rd</sup> elective choices. Every effort is made to accommodate student choice as much as possible.
- **Students may request pre-registration changes until the end of May. These are the times to discuss changes, after school begins there will be limited schedule changes.**

**All courses are subject to CISD School Board approval, scheduling constraints, and the availability of campus staffing.**

## EQUAL OPPORTUNITY POLICY STATEMENTS

1. No administrative officer or employee of the Coppell Independent School District, acting in his/her official capacity, may discriminate on the basis of a person's sex, race, religion, color, or national origin regarding: personnel practices, including assigning, hiring, promoting, compensating, and discharging employees; use of facilities, awarding contracts, and participation in programs.
2. No student shall, on the basis of sex, race, religion, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity sponsored by this school district except as specifically provided in the Title IX Implementing Regulations.
3. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by this school district except as specifically provided in Section 504 Implementing Regulations.

**Inquiries regarding any of these policies should be directed to the Superintendent's Office (214-496-6000).**

### **DISCLAIMER**

CISD course offerings for the 2011-2012 school year are subject to appropriate funding, teacher availability, and/or class size.