

MIDDLE SCHOOL OVERVIEW

INTRODUCTION

This middle school guide is designed to help you select courses that you will take during your sixth grade year. All programs have been developed with the philosophy that excellence in education is equally important for students in all ranges of need and ability. The role of the middle school is one of transition from elementary school to junior high school. During this year, you will have the opportunity to refine skills learned in the elementary grades and develop some new skills to help you to be more successful in the future. Please use this guide as a source of information and as an aid in preparing your schedule. Your counselor will be happy to answer any questions that you may have about a particular area or to help gather information that is not currently available in this publication.

MIDDLE SCHOOL CURRICULUM

Students in sixth grade are instructed in curriculum that covers the Texas Essential Knowledge and Skills (TEKS) mandated by the Texas Education Agency and includes creative/critical thinking skills, processing skills, research skills and concept-based subject matter.

GRADING SYSTEM

Student performance is reported using numerical grades:

A	90 - 100
B	80 - 89
C	70-79
F	69 and below
I	Incomplete
#	No credit due to excessive absences

CREDIT BY EXAMINATION

Under specific criteria, a student may take a battery of examinations to obtain credit for sixth grade and go on to seventh grade. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (Local)].

PROMOTION/RETENTION

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in each of the following four courses: language arts (the average of English and reading), mathematics, science, and social studies. In addition, the student must meet minimum expectations on the reading and mathematics sections on the state-mandated assessment STAAR.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

LCISD participates in UIL academic activities. Students wishing to take part will enroll with the campus UIL Coordinator. They will be assigned to the sponsoring teacher/coach in the preferred subject/activity area and will begin to prepare for the

competition in the spring semester. The tournaments are

governed by state rules and take place at regional levels. The regional tournaments usually require travel to another school district on a Saturday in the spring semester.

SIXTH GRADE REQUIRED AND ELECTIVE COURSES

<u>Required Courses</u>	<u>Elective</u>
English*	Art***
Reading*	Band***
Math*	Choir***
Science*	Theatre***
Social Studies*	
Physical Education/Health*	
Reading Improvement or Math Improvement or Elective**	

*Technology Application TEKS, are integrated into the foundation courses throughout the year.

**Reading Improvement or Math Improvement may be required of students whose performance on the STAAR test is less than proficient.

***School districts must ensure that each student completes one Texas essential knowledge and skills-based fine arts course in Grade 6, Grade 7, or Grade 8. TAC 74.3(a)(2). Fine arts courses in offered in Lamar CISD middle schools are art, band, choir, and theatre.

Student choices in course selection may limit elective options. Staffing and class size may also limit elective choices.

MIDDLE SCHOOL INSTRUCTIONAL PROGRAMS

COURSE DESCRIPTION

Courses are taught according to the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. Emphasis is placed on recognizing and using higher levels of cognitive skills, developing processing skills, recognizing and using critical and creative thinking skills, interacting with concept-based subject matter and developing and improving oral and written communication skills in a variety of formats.

GIFTED AND TALENTED

Students identified as Gifted and Talented (GT) must enroll in at least one or more PAP GT courses in one or more of the core subject areas for which they have been identified to receive GT services each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the GT program (See procedures in LCISD GT Handbook).

Teachers in GT courses add depth, breadth, and complexity to the district curriculum that is based on the state curriculum objectives (TEKS). Students in these courses are periodically offered choices in topics for projects and/or products. All of the coursework in these courses uses modifications in content, teaching strategies, and products appropriate to the advanced abilities of the students. Students entering GT in LCISD (grades 6-12) are identified as gifted in specific subject-area(s), which

is/are determined by the District GT Admissions-Review-Exit (A.R.E.) Committee. PAP GT courses are offered in each of the core curriculum areas: science, English/language arts, math, and social studies.

SPECIAL EDUCATION

Special education services are provided to those students who are found to be eligible for such services by the Admission, Review and Dismissal (ARD) Committee. Eligibility is based on identified physical, mental and/or emotional difficulties that cause significant educational problems. Specialized instruction and related services are provided through both regular and/or special education courses to meet individual students' needs.

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION SERVICES)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework with State Assessments and End of Course requirements. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. The campus dyslexia instructional program falls under the Section 504 or Special Education.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

An individualized training program is provided for students through all special education courses. Each student's course of study is designed by the ARD-IEP committee that specifies content objectives and mastery required. Special education programs and course objectives for students with significant cognitive disabilities are developed to meet the unique needs and capabilities of each student.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are English Learners (EL) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and

social studies through the use of sheltered strategies. The ESL program addresses the affective, linguistic, and cognitive needs of EL students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. English Learners enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

CENTRALIZED PROGRAMS

Centralized programs may only be offered at some middle school campuses in the district.

Lamar CISD makes a concerted effort to avail all programs to students, however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering unless waived by the building principal.

MIDDLE SCHOOL COURSE OFFERINGS

REQUIRED COURSES

119 6 ELAR

118 6 ELAR PAP GT

This course offers the opportunity to read, write, listen, speak, and think using increasingly challenging works within a variety of genres, including fiction, poetry, drama, informational and argumentative text. Students will then apply these genre characteristics and craft when planning, developing, revising, editing, and publishing multiple drafts including personal narrative, fiction, poetry, informational and argumentative texts. In addition, students will engage in recurrent inquiry processes and will develop oral language through organized presentations and student-led discussions.

125 6 English ESL

165 6 Reading ESL

Prerequisite: LPAC recommendation

This course offers the opportunity to read, write, listen, speak, and think using increasingly challenging works within a variety of genres, including fiction, poetry, drama, informational and argumentative text. Students will then apply these genre characteristics and craft when planning, developing, revising, editing, and publishing multiple drafts including personal narrative, fiction, poetry, informational and argumentative texts. In addition, students will engage in recurrent inquiry processes and will develop oral language through organized presentations and student-led discussions. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.

Mathematics

227 Mathematics

230 Mathematics PAP GT

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. *Mathematics Grade 6 PAP GT is a compacted course that includes a portion of the Grade 7 Math TEKS and all of the Grade 6 Math TEKS. Students in Mathematics Grade 6 PAP GT will take the Grade 6 Math STAAR Assessment.

Science

327 Science

328 Science PAP GT

Grade 6 science is an interdisciplinary study of four science concepts: matter and energy, force and motion, earth and space, organisms and environments. While interdisciplinary in nature, there is a focus on the physical and earth sciences. A hands-on approach, using lab and field investigations, is used to connect science content with science process skills. Students will develop a foundation of knowledge and skills necessary to apply the scientific concepts to everyday life and academic experiences.

Social Studies 6

427 Social Studies

429 Social Studies PAP GT

This course is a study of the people and places of the contemporary world. Societies selected for study are chosen from major cultural regions of the world. Concepts of history and geographical influence, economic and governmental systems, and social institutions are developed through comparisons within, between, and among cultures.

Physical Education/Health 601, 602

Sixth grade students participate in a full suit-out and shower physical education program that includes fitness and conditioning, individual activities, and team sports. Students also have an opportunity to learn long-lasting, healthy living concepts. Health in sixth grade heightens awareness about the links between health and personal choice and helps the student learn how to develop a healthy lifestyle.

ELECTIVE COURSES

Student choices in course selection may limit elective options. Staffing and class size may also limit elective choices.

721 Introduction to Art

Introduction to Art is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements of art and principles of design. The art studio is a creative environment, rich with experiences to personally develop every student. This course fulfills the state requirement that all students must complete one-year long TEKS-based fine arts course in grades 6, 7, or 8.

723 Beginning Band

No previous experience is required for entry into this band class. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the band director. If possible, effort is made to honor the student's instrument request. However, each band director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program. Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Student may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the band director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available. Parents of students with financial needs should contact the band director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare for the concerts. This course fulfills the state requirement that all students must complete one-year-long TEKS-based fine arts course in grades 6, 7, or 8.

722 Beginning Choir

Choral Music is open to students interested in singing and learning the basics of singing. Students must enroll for the entire year. Students will learn and develop proper vocal technique and music reading skills in order to perform many different types of music from popular to traditional styles. Performance opportunities may include public concerts throughout the year, a spring festival competition, and a pop show. Prior to each performance/competition, students may have rehearsals outside-of-the-school day. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year. This course fulfills the state requirement that all students must complete one-year long TEKS-based fine arts course in grades 6, 7, or 8.

737 Beginning Orchestra

No previous experience is required for entry into this program. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the orchestra director. If possible, effort is made to honor the student's instrument request. However, each orchestra director works to place students on instruments that provide the best opportunity for the individual success of the

student and to balance the instrumentation of the orchestra program. Students playing violin, viola, and cello their own instrument and accessories. Student may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the orchestra director. A limited number of school-owned instruments are available. Parents of students with financial needs should contact the orchestra director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare for the concerts. This course fulfills the state requirement that all students must complete one year-long TEKS-based fine arts course in grades 6, 7, or 8.

724 Introduction to Theatre

This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation, characterization, technical theatre (including: scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations. This course fulfills the state requirement that all students must complete one-year long TEKS-based fine arts course in grades 6, 7, or 8.