



School Year 2011-12

## Registration Information Grade 6

*This is a typical 6<sup>th</sup> grade schedule.  
Electives or specials may be dropped for interventions or services.*

### Sample Schedule

PERIOD		A - DAY	B - DAY
ADVISORY	7:45-8:07	ADVISORY	ADVISORY
1	8:11-8:52	Art	Positive Transitions
2	8:57-9:38	Reading	Reading
3 / 4	9:42-10:30	Language Arts	Math
6 <sup>th</sup> Gr. LUNCH	10:30-11:00	LUNCH	LUNCH
4 (con't)	11:00-11:39	Language Arts	Math
5 / 6	11:41-1:08	Science	Social Studies
7	1:13-1:54	World of Music	Physical Education
8	1:59-2:40	Chinese/French/Latin/ Spanish	Choir/Band/Orchestra

Visit our website for further information about South View:  
[www.edina.k12.mn.us/southview/6<sup>th</sup> Grade Registration](http://www.edina.k12.mn.us/southview/6<sup>th</sup> Grade Registration)

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# SOUTH VIEW MIDDLE SCHOOL

## GRADE 6 - COURSE DESCRIPTIONS

### School Year 2011-12

**ART:** In this course, which meets one class period every other day for the full year, students will explore the cultures of the geographical locations studied in social studies. Through learning the historical and cultural backgrounds, students will more fully understand how the visual arts have impacted humankind. The projects they create may include: drawing, painting and/or clay base reliefs in Egyptian and Roman studies, Greek vase paintings, printmaking from Sub-Sahara African images, sumi-e brush painting from Asia, and repousse metal work with pre-Columbian images.

**LANGUAGE ARTS:** This course is designed to develop skills in composition, spelling, grammar and usage, oral and visual communication and critical thinking skills.

**READING:** This course is designed to teach reading comprehension strategies and skills, such as using prior knowledge, vocabulary building, drawing inferences, and using text structure. Students are learning to read content material and how to extract meaning from their reading. In addition, students will read selected novels and short stories. (*Reading and Language Arts are separate classes.*)

### **MATHEMATICS**

*Students are required to take a full year of mathematics in grades 6, 7, 8 and 9. Each student will be placed in the most appropriate mathematics path based on test results. Recommendations for placement in the accelerated path are made at the end of the student's Gr. 5 year. Math placement letters will be sent to parents in the spring from our District Office. Students are exposed to the same mathematics, but at different pacing and levels of enrichment. Appropriate placement in mathematics classes is regularly monitored and reviewed for each student. University of Chicago math materials are used in all math courses.*

**PRE-TRANS MATHEMATICS:** The Pre-Trans Math (Chicago Math Program) curriculum includes topics of algebra, data analysis and probability, geometry and measurement. Topics are incorporated with activities that can be integrated into thematic units. Problem-solving tools include the use of scientific calculators, pencil and paper techniques, mental procedures and games. Recommended calculators for math class includes, but are not limited to: Texas Instruments TI-Explorer Plus, TI-30Xa, TI-34II or any scientific calculator will work.

**TRANSITION MATHEMATICS:** This class is for students who have demonstrated high aptitude, interest and achievement in math. It requires each student to have advanced reading skills and an ability to work independently. Students will continue the Chicago Math Program by studying applied arithmetic, pre-algebra and pre-geometry. Entry into and continuation in this accelerated program are based upon a student's interest, ability and achievement in math. Standardized test scores are used to assist teachers in making this recommendation. Recommended calculators for math class includes, but are not limited to: Texas Instruments TI-Explorer Plus, TI-30Xa, TI-34II or any scientific calculator will work.

***For the complete Common Math Pathways Grades 6–12 - See (Page 4)***

### **MUSIC**

*Grade 6 Music classes are one period (42 minutes), meeting every-other-day for the full year.*

**THE WORLD OF MUSIC:** Music students will become active participants in the music-making process by utilizing the Music in Education electronic keyboard system, their voices and other musical instruments. Students will sing, listen, play instruments and learn to create their own musical compositions. Other subject areas are integrated with this class, and each month students study a specific composer and that composer's related music style.

**CHOIR:** Choir 6 is a full-year, alternating day course which offers students an opportunity to sing and perform in a mixed chorus setting. We will focus on the rehearsal and performance of both traditional choral literature and modern pop arrangements. Special attention will be given to two- and three-part singing. All Choir members are required to perform in the evening Autumn Concert, the Masterworks Concert, and the Spring Pops Concert. (One or two after-school rehearsals may be held in preparation for each individual concert.)

***Music, continued***

**For all Band/Orchestra Students:** *Students are encouraged to have previous band/orchestra or private lesson instruction in order to experience immediate success in their grade level band/orchestra classes.*

**BAND:** Band members work on skill improvement on their individual instrument and also work on developing the dynamics of playing well together. Students are expected to practice their instrument regularly outside of the class period. Evening concerts and other public performances are also part of the program.

**ORCHESTRA:** Players increase their skill on their individual instrument and also learn how to play as a group. Students are expected to practice their instrument outside of class on a regular basis. In-school and public performances are scheduled throughout the year. Orchestra students also participate in small-group lessons on a regular basis.

**PHYSICAL EDUCATION:** In this full-year, alternating-day course, students will be involved in activities that work on perceptual motor development and movement skills. The major areas covered are individual sports, team sports, rhythm and dance, outdoor education, indoor/outdoor games, and physical fitness. Basic rules, safety, and etiquette are emphasized in all areas.

**POSITIVE TRANSITIONS:** Positive Transitions is intended to assist students in the transition from elementary school to the middle school. Curriculum will include organizational, study, test-taking and interpersonal skills. It also provides individual or group study time and assistance from teachers.

**SCIENCE:** Sixth grade students will experience an activity and standards-based program. The focus of this curriculum is for the students to cover topics that will be necessary to study for survival on a trip to Mars. The students will be technologists and scientists by designing, questioning, hypothesizing, experimenting, interpreting data, and drawing conclusions based on their data collected. They will become producers and users in ecology, biology, rudimentary chemistry, geology, and physics. Topics include Mars, Time and Weather, Animals, Plants, Food and Nutrition, Health, Transportation, Energy, Recycling, and Space. Students will culminate the school year with an investigation of Mars and whether human occupation is possible.

**SOCIAL STUDIES:** In social studies, exploration of ancient and modern cultures will build each student's ability to make geographical connections, understand the cultural characteristics of different regions and time periods, compare and contrast past and present cultures and recognize cultural influences in the present day. The interdisciplinary curriculum develops each student's skills of research, critical and higher-order thinking, listening, writing, reflecting, debating and problem solving. Learning demonstrations will engage students in independent and cooperative learning projects that include written reports, oral presentations, plays, debates and simulations.

**WORLD LANGUAGES:**

*Grade 6 World Language classes are one period (42 minutes), meeting every-other-day for the full year.*

**CHINESE IA:** Chinese Language and Culture I is the beginning course that will enable the student to speak, read, write and understand the spoken word of the official Mandarin Chinese language. In addition the course will help the student understand the culture and heritage of approximately one fifth of the world's population. The focus will be on simple vocabulary building, character recognition, and memorization using Chinese songs, games and the art of calligraphy.

**FRENCH IA:** In this introductory course, students begin developing the four basic skills: understanding spoken French, conversing on basic, everyday topics, reading simple prose, and writing with reasonable accuracy. Conversational fluency is emphasized throughout the course. The study of cultural topics also promotes global awareness and understanding of French-speaking cultures.

**LATIN IA:** In this introductory course, students begin to understand Latin and make connections to English words that come from Latin. Through readings based on the daily life of a Roman family in ancient Pompeii, students learn some the basic forms and structures of the Latin language. Cultural and historical topics include the Roman family, house, food, dining, clothing, and Olympian gods.

*World Language, continued*

**SPANISH IA:** This course builds upon previously learned skills students may have acquired in elementary Spanish programs in Edina. Developing proficiency skills is emphasized, with special attention given to vocabulary building and the development of reading and writing skills. Following an ongoing review of the vocabulary learned in the elementary Spanish program, students learn new material, including basic grammatical concepts. They demonstrate learning by performing skits and presentations, listening to and writing dialogues, in limited context. The study of cultural topics also promotes global awareness and the understanding of Spanish-speaking cultures. (*Prerequisite – elementary Spanish*)

**ADDITIONAL LEARNING EXPERIENCES**

**Middle school philosophy and the belief of South View Middle School is to meet students where they are academically. We often build intervention courses to meet the needs of our students. There may be new courses or programs that are not currently offered that will be next school year based on identified needs.**

**ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL):** This program is designed for students for whom English is a second language. The program will provide specialized tutoring for the non-English speaking students who are experiencing difficulty speaking, interpreting and reading English. Eligibility for the program will be determined by English proficiency testing.

**LEARNER SUPPORT:** Occasionally this course is offered to students needing additional academic or organizational support primarily at grades 6 & 7. A course would need to be dropped from the typical schedule to accommodate this course.

**GIFTED EDUCATION SERVICES AND/OR MATH ACCELERATION:** Students are identified for gifted education services on the basis of nationally-normed achievement and aptitude measures and teacher and parent recommendations using a characteristic checklist. Students select from a variety of enrichment opportunities facilitated by Resource Teachers. Activities for middle-school students include small-group special-topic seminars and workshops, mentorships and opportunities to pursue special topics through independent projects and informational interviews. Identified Type III students will be placed in G/T Reading.

Math placement letters (based on math **and** reading test scores) will be sent to parents of current 5<sup>th</sup> graders by late May. **After receiving the letter, students wishing to be considered for 6<sup>th</sup> grade Algebra must request to take the Iowa Algebra Aptitude Test and score 85% correct or higher. (Please note this is a double acceleration.)** To register, please contact Carmine LeVoir at 952-848-4410. For more specific information about Gifted Education Services, contact Susan Neilson at 952-848-4493.

**LITERACY SKILLS: Literacy Skills** is designed to provide additional explicit instruction for reading development and the opportunity for guided practice. Students are identified for this class based on MAP and MCA reading scores. Parents are notified by letter in the summer. The class is taught by a licensed teacher. It is a scheduled course and students are graded. There are two levels of Literacy Skills (I & II); placement is determined by assessment data. *This course typically takes the place of specials, electives and /or some times a core class such as regular 6<sup>th</sup> grade reading.*

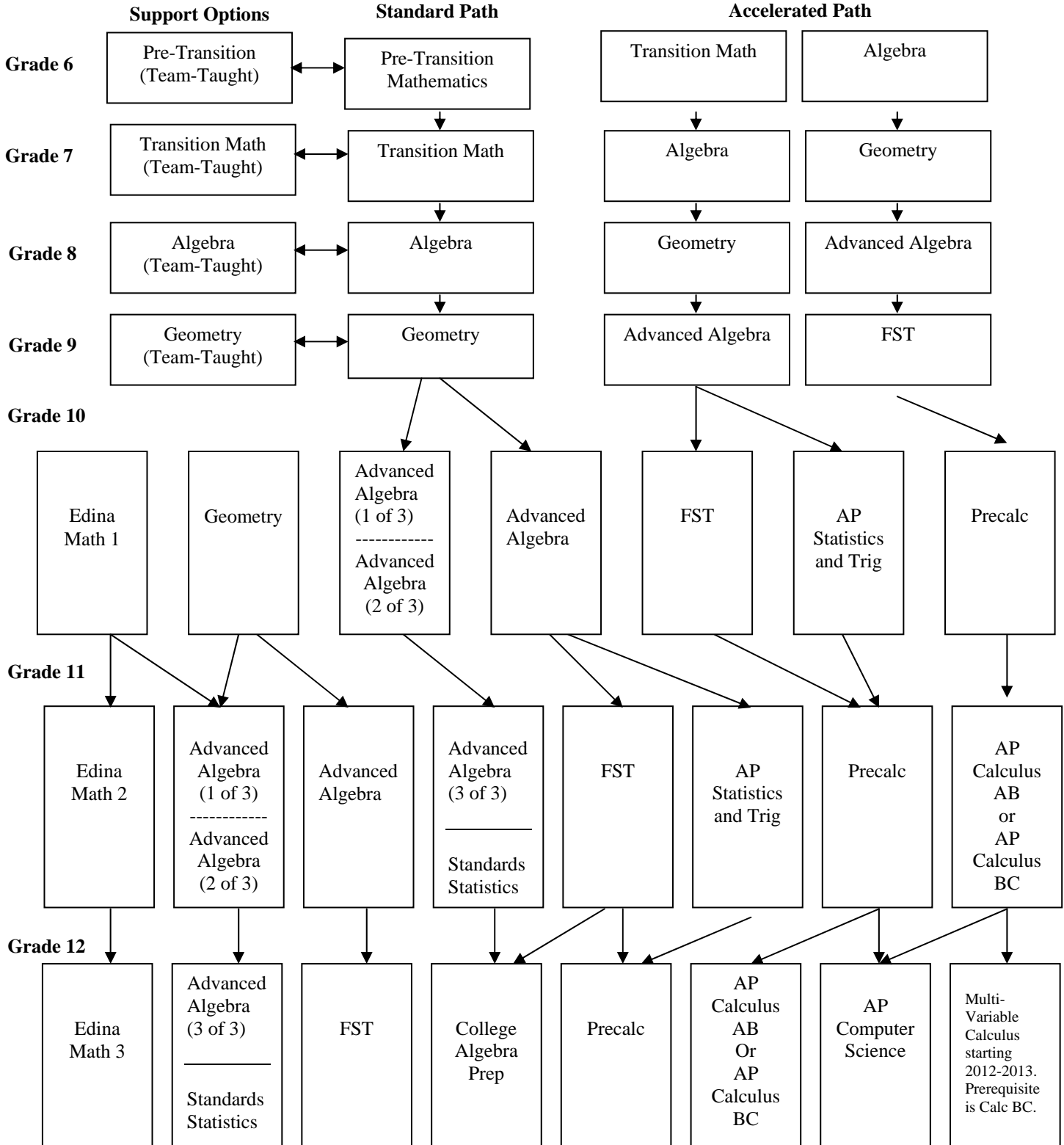
**MATH INTERVENTIONS:** Each grade level supports math intervention in various ways. Whether it is a stand alone intervention course or supplemental curriculum working in conjunction with a typical class, there is a delivery method at each grade level. Placement in these courses is derived by data from the MAP and MCA tests. A special or an elective course would be dropped from a student's schedule to make this accommodation.

**SPECIAL EDUCATION PROGRAMS/SERVICES:** Special education services for students with identified disabilities are available to students in areas mandated and guided by laws, rules, and regulations. Students do not register for these services or programs. They are determined either through a formal individual evaluation process or are planned with parents as a continuation of needed services identified prior to enrolling at South View Middle School. For more specific questions relating to Special Education, contact Meagan Bennett, School Psychologist at 952-848-4440.

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**Edina Public Schools**  
**Common Math Pathways Grades 6 – 12**  
*Graduation Requirements*

1. Students must complete at least 3 years of math in grades 9 – 12.
2. Students must pass the MN MCAII GRAD test taken in the spring of their junior year



Advancement Options: After 9<sup>th</sup> grade Geometry, take Intermediate Algebra at a community college and move to FST or AP Stats and Trig the following year.  
 After 11<sup>th</sup> grade FST, take Precalculus at a community college and move to AP Calculus AB or BC the following year.