

**Oxford Middle School
Curriculum Guide 2019-2020
Sixth Grade**

Oxford Middle School is an International Baccalaureate Middle Years Programme school. Students are required to participate in an inquiry-based curriculum in the following areas: Language and Literature, Individuals & Societies, Mathematics, Sciences, Language Acquisition, Design, Arts and Physical Education/Health.

Music Students	Non-Music Students
<p>Choose between Band, Choir, or Orchestra</p> <p>Music students may choose a second music class but he/she will split time equally between the two classes.</p>	<p>Must take:</p> <ul style="list-style-type: none"> 🐾 Physical Education – year-long 🐾 PLTW I – one semester 🐾 Intro to Fine Arts – one semester
<p>And must take:</p> <ul style="list-style-type: none"> 🐾 PLTW I – one semester 🐾 Physical Education – one semester 	
<p>Remediation in reading and math may be recommended for students who would benefit from these classes based on standardized test scores and screeners in Reading and Math.</p>	

CORE COURSES

Advisory – 6

Year-Long

Oxford Middle School integrates Advisory into the daily fabric of learning which consists of a coordinated set of activities intended to build the whole learner. These activities are rooted in the rich tradition of Oxford Community Schools: Communication and Problem Solving, Diversity and Global Awareness, IB/MYP Objectives, School Improvement Based Goals, Team Building and Individual Development. It is during this time we focus on the Olweus Bully Prevention Program and welcome OHS Bully Busters and WEB Leaders to the classrooms, participate in academic discussions about our progress with 1:1 conferences with our Advisory teacher, learn about current events, enjoy staff vs. student competitions, and show our school spirit by competing for Wildcat Points. Our vision is that we are Better Everyday...and it is during Advisory that we decide what we want to BE and create goals to BE it!

English Language Arts - 6

Year-Long

The sixth grade English language arts curriculum expands the development of literacy through each of the language arts. In reading, students use context as a basis for predicting meaning of unfamiliar words, further develop strategies for reading narrative and informational text, and use evidence to support their inferences and conclusions while reading. In writing, students continue to refine their use of the writing process and compose readable drafts using appropriate spelling conventions and grammar. Through the use of claim, evidence and reasoning students develop structures to compose writing for a variety of purposes. Through the use of a variety of literature and other text sixth graders explore various topics in the units of study.

Direct Instruction Language Arts – 6

Year-Long

The sixth grade English language arts curriculum expands the development of literacy through each of the language arts. In reading, students use context as a basis for predicting meaning of unfamiliar words, further develop strategies for reading narrative and informational text, and use evidence to support their inferences and conclusions while reading. In writing, students continue to refine their use of the writing process and compose readable drafts using appropriate spelling conventions and grammar. Through the use of claim, evidence and reasoning students develop structures to compose writing for a variety of purposes. Through the use of a variety of literature and other text sixth graders explore various topics in the units of study. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Accelerated Mathematics - 6

Year-Long

Students test to place into Accelerated Mathematics. The placement test score, the math screener score and M-Step scores will determine placement in this class. This class is an accelerated version of the 6th and 7th grade math curriculum. The course focuses on Pre-Algebraic concepts and problem solving. The course is rigorous and intense and is meant for the accelerated math learner.

Successful completion prepares students to enter Algebra I in 7th grade and Geometry in 8th grade, which will satisfy State of Michigan MME requirements for Algebra and Geometry. High School credit will be awarded for Algebra and Geometry if the student earns a 78%. A student's grade for Algebra and Geometry will be recorded on high school transcript but will not be counted for High School GPA.

OR

Mathematics - 6

Year-Long

Students will demonstrate various math skills involving problem solving, critical thinking, number sense, and communication according to the standards as adopted by the State and the Oxford District Math Frameworks Curriculum. Sixth grade students will be able to work cooperatively in whole groups and small groups as well as individually, using mathematics in authentic ways. Students will be aware of mathematical skills needed for various life skills and be familiar with technology in the workplace today. Students who take this class will be prepared to take the 7th grade Math curriculum the following year and either Pre-Algebra or Algebra I in eighth grade.

OR

Direct Instruction Math – 6

One Semester or Year-Long

Students will demonstrate various math skills involving problem solving, critical thinking, number sense, and communication according to the standards as adopted by the State and the Oxford District Math Frameworks Curriculum. Sixth grade students will be able to work cooperatively in whole groups and small groups as well as individually, using mathematics in authentic ways. Students will be aware of mathematical skills needed for various life skills and be familiar with technology in the workplace today. Students who take this class will be prepared to take the 7th grade Math curriculum the following year and either Pre-Algebra or Algebra I in eighth grade. ***Students with special needs may be placed in this class for specialized instruction based on the recommendation from the IEP team. Students will access the general education curriculum with modifications based on their needs as stated in their IEP.***

Science - 6

Year-Long

This course explores topics in each of the three science disciplines: life, earth, and physical science. Using the theme of changes in energy, students will use a variety of resources and skills to investigate the concepts of energy and matter, the earth's changing surface, structure and history of the interior of the earth, and ecology including man's impact on the environment. Instructional emphasis includes inquiry, basic laboratory skills, informational reading, and reflective writing.

Geography - 6

Year-Long

Our sixth grade World Geography curriculum establishes the foundations of social studies. In doing so, students deepen their understanding of the disciplines of history, geography, economics, government and culture. Using geographic themes, students are introduced to the physical and human geography of the world. Students use geographic inquiry and analysis to answer questions of global significance. Students examine the world using both primary sources and secondary sources such as informational text, online atlases, online activities, and reliable websites. Students will conduct research, create visual and oral presentations, collaborate with peers, and engage in a variety of classroom activities.

World Language Chinese

Chinese 1-A (Prerequisite: elementary Chinese)

Year-Long

This year-long class is the first half of the Chinese 1 curriculum. It is an introduction to the language and culture of the Chinese speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Chinese for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Chinese culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

OR

Introduction to Chinese (Prerequisite: None)

Year-Long

This year-long class is an introduction to the language and culture for students new to Chinese class.

World Language Spanish

Spanish 1-A (Prerequisite: elementary Spanish)

Year-Long

This year-long class is the first half of the Spanish 1 curriculum. It is an introduction to the language and culture of the Spanish speaking world. Each student will work on attaining an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. Students will be encouraged to use Spanish for communication and self-expression. Students will be able to hear and practice the language, be paired with others learning to speak the language, and interact with the teacher, as well as listen to native speakers. From the start, students realize that the Spanish culture directly affects their lives in many ways. ***1/2 High School credit will be awarded if the student earns a 78% for a year-long grade. Student's grade will be recorded on high school transcript but will not be counted for High School GPA.***

OR

Introduction to Spanish (Prerequisite: None)

Year-Long

This year-long class is an introduction to the language and culture for students new to Spanish class.

ELECTIVE COURSES

Project Lead the Way I – 6

One Semester

This course is a pre-engineering course which uses solid modeling (a very sophisticated mathematical technique for representing solid objects - CADD using Inventor) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. This is the introductory course to the Project Lead The Way (PLTW) technology courses which can be continued throughout high school.

Physical Education - 6

One Semester or Year-Long

This course is designed to be a participation class in which the students work to improve their basic level of skill, learn to follow the rules of the activities, and demonstrate their level of fitness. The skills and rules are presented in a manner to allow some success in each of the activities. Fitness activities try to combine cardiovascular and strength training in ways that can be fun for students. Class activities may include but are not limited to physical fitness, flag football, soccer (indoor and outdoor), badminton, whiffle ball, archery, volleyball, softball, and bowling. The Presidential physical fitness test is administered as a measure of overall fitness.

Introduction to Fine Arts - 6

One Semester

This course is divided into two 9 week segments. Students split their time between Art and Theater for 9 weeks each. The focus of this course is the development of a strong base of productions skills and vocabulary of the arts. In Art, students will have an opportunity to experience a variety of media which may include drawing, painting, sculpture and ceramics. Connections will be made regarding various artist and art styles of different time periods. In Theater, students study basic theater terminology, movement, improvisation, and storytelling. The classes combine for a culminating lesson on theatrical storytelling through theater masks. Students in this class will perform a short scene for an audience of their peers.

Band - 6 (Prerequisite – Band Director Approval)

Year-Long

6th Grade band is for students who have had at least one year of experience in 5th grade. Students will continue their music education where they left off in 5th grade. The course will further the students understanding of basic fundamentals of tone production and note reading. Elements of music are taught through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. This is a year-long class. There are at least two concerts per year.

Beginning Band - 6

Year-Long

Beginning band is for students who have no musical experience previously. Students and parents will be assisted in all matters pertaining to instrument procurement and materials for class. All students in these classes have been or will be tested to determine which instrument they will play. Instruments will be assigned primarily according to the abilities of the student and then the needs of the band program. This course will cover the basic fundamentals of tone production and note reading. Elements of music are introduced through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. This is a year-long class. There are two concerts per year.

Choir - 6

Year-Long

6th Grade Celebration Choir is an introduction to the study of choral music and choral techniques. This class empowers students to develop musicianship and to participate in authentic musical activity. Each student will develop skills in reading music, demonstrating appropriate rehearsal conduct, performing with correct posture, and creating a relaxed choral tone. Every student will be expected to rehearse and perform. Enrollment in this course requires student participation in concerts outside the school day. The overall aim of music performance is to achieve self-growth and enjoyment by educating musicianship that will serve the whole person.

Concert Orchestra - 6 (Prerequisite – Orchestra Director Approval)

Year-Long

Concert orchestra is for advanced students interested in furthering their knowledge and skills on their stringed instrument. In this class, students will continue to develop and refine their musical skills such as tone production, music reading, and accuracy of pitch through the playing of orchestra literature. Students are encouraged to perform on an individual basis and participate in small or large ensembles. Students should anticipate possible after-school practices and evening performances. Out of school concerts are also part of the class requirements. Previous participation in orchestra and an audition/meeting with the conductor is required. Ownership or rental of an instrument is required for class participation and students will be required to purchase a Method book.

Beginning Orchestra - 6**Year-Long**

Beginning Orchestra is for students who have played a string instrument for one year or less and are interested in developing their knowledge and skills on a stringed instrument. Students in 6th-Grade beginning orchestra will develop playing skills, learn note and rhythmic reading, learn scales, understand and use musical language correctly, and develop performance skills. Out of school concerts are also part of the class requirements. Ownership or rental of an instrument is required for class participation and students will be required to purchase a Method book.

Content Reading – 6**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress. Recent research and assessment analysis has indicated the need to continue reading instruction through the middle school years and the research indicates that reading instruction falls into three broad categories: Tier I instruction for students who are at or above grade level; Tier II instruction, which provides students who are a year or two below grade level with additional supplemental instruction; and Tier III instruction for students who are significantly below grade level by more than two years. This class will focus on Tier II strategies to assist the student who is reading a year or two below grade level.

Math Lab - 6**One Semester or Year-Long**

A student will be selected for this class by OMS counselors through a careful review of a student's academic progress and testing in math. Students selected for this class will receive additional instruction in math to strengthen their understanding of math concepts and skills. Students will be re-taught current and previous math concepts to address individual learning needs and deficiencies to prepare students for success in algebra I in 8th or 9th grade. In addition, students enrolled in this class will have more success in their current math class when needs and deficiencies are addressed in the student's math education. It is not a homework completion class!

Enrichment – 6**Year-Long**

Enrichment class is an elective class for students who have an individual education plan (IEP). Students may be placed in this class based on the recommendation from an IEP team. Enrichment class will foster the use of study skills and organizational strategies to help students be more successful in all of their classes. Enrichment class also provides students with the opportunity for small group instruction, extended time for assignments and assessments when applicable, and the re-teaching of concepts taught in general education classes. In addition, students enrolled in enrichment will work to make progress on their individual IEP goals.

Life Skills**Year-Long**

Life Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student. Topics will be determined based on the individual's IEP. This class is a combination of academic skills and daily living skills. Activities of focus will include: cooking, getting around the community and community signs, self-care and hygiene, developing healthy habits, manners, and general knowledge that will enhance independent living.

Social Skills/Enrichment**Year-Long**

Social Skills class is an elective class for students who have an individual education plan (IEP). This course is designed to meet the individual needs of each student. Topics will be determined based on the individual's IEP. Activities of focus will include: manners, appropriate conversations with specific audiences, building and maintaining relationships, and academic independence based on individual student level.

On-Line Learning for Seated Students

Students eligible for this option may enroll in online courses in place of their seated courses. The deadline to submit a request is March 8, 2019 for the 2019-20 school year, and requires pre-approval by the Principal. Contact your child's counselor if you are interested.

You may contact the Middle School Counselors if you have any questions -

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