

Lufkin Middle School



6th Grade Course Description Guide

Spring 2020

**900 East Denman
Lufkin, Texas 75901**

(936) 630-4444

<http://sites.lufkinisd.org/lms/>

Lufkin Middle School

*Mission: to educate and equip all students
for success through exceptional learning experiences.*



The Course Description Guide provides information about all the courses we offer. As you select the courses with your child, be mindful of your son's or daughter's interests. We will do our best to honor your requests; if you have any questions please contact your grade level counselor/social worker.

6th Grade	Ms. Melinda Stowers Cole	mcole@lufkinisd.org	936-632-8049
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Danny Whisenant, Principal
Lufkin Middle School
Lufkin Independent School District

6th Grade Required Courses

Language Arts

Gifted/Talented Language Arts
 Pre-AP Language Arts
 Academic Language Arts

Math

STEM Prep Math
 Pre-AP Math
 Academic Math

Science

STEM Prep Science
 Pre-AP Science
 Academic Science

Social Studies

Pre-AP Social Studies
 Academic Social Studies

Introduction to Technology—9 week

Health—9 week

Physical Education—full year
 (Band or Choir may fulfill the full year PE requirement)

Electives

Half year Courses

These courses will meet 40 minutes every day for one semester

Full Year Courses

These courses will meet 40 minutes every day both semesters

<p>Art Choir Fundamentals of Cheer & Dance (<i>fulfills 1/2 PE requirement</i>) Fundamentals of Theater Office Aide / Library Aide Success 4 You Introduction to Tech / Health (<i>both required 9 week courses are taken together</i>)</p>	<p>Band (<i>fulfills P.E. requirement</i>) Dual Language Spanish (<i>for students enrolled in Dual Language Program</i>)* Mixed Choir Physical Education (<i>This requirement may be met with 1/2 year P.E. + 1/2 year Fundamentals of Cheer & Dance</i>) Spanish IA* Treble Choir</p>
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*Can lead to high school credit—see last page

Descriptions & Criteria for Gifted/Talented & Advanced Courses:

GT Language Arts

This course is designed to meet the needs of those students identified as gifted and talented. It allows the student to read, write, speak, and view skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classics and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of the language.

Students selected for the course must be currently identified as gifted and talented program participants.

Pre-AP Language Arts

In order to help students and parents decide if Pre-AP language arts is the appropriate academic placement, the Pre-AP language arts teachers have developed a profile of a successful Pre-AP language arts student. Although a student may not exhibit all of these traits, it is a guide for examining characteristics that have been observed as contributing to student success in a language arts Pre-AP class. Carefully evaluate each of these traits to determine if Pre-AP placement is appropriate.

A successful Pre-AP language arts student is one who:

- enjoys reading and is presently reading on or above grade level,
- is committed to completing reading and writing assignments outside of class, will be willing to do independent projects that require research,
- is self-motivated and willing to do required assignments and turn them in on time, has good organizational skills,
- manages time effectively,
- has achieved a language arts average of 90 or above in the 5th grade.

Pre-AP Math

Students in Pre-AP Math must be self-motivated and hard working.

A successful Pre-AP math student is one who:

- has a firm grasp on basic skills such as addition, subtraction, multiplication, and division of whole numbers,
- has good organizational skills and manages time effectively, is a good problem solver and logical thinker,
- achieves a grade in math of 90 or above in the 5th grade.

Pre-AP Science

Students need to be creative problem solvers who are self-motivated. An average of 85 or above in all core subjects is recommended. Pre-AP Science will have an inquiry based, integrated curriculum that explores physics, chemistry, environmental, earth and life science as it relates to the student, our community and society. Students will be responsible for extended assignments (outside of class), detailed labs and projects requiring some outside research, and the use of technology in the classroom. Additional outside projects may be required.

Pre-AP Social Studies

Students need to be creative problem solvers who are self-motivated with an interest in research-based projects. An average of 85 or above in all core subjects is recommended. Students will be expected to function more independently both in class and on homework assignments.

The Pre-AP Social Studies course enhances the study of people and places of the contemporary world through the research of current world situations, critical thinking activities, and independent projects.

STEM Prep Math & Science

Students who are selected to participate in this program excel in both mathematics and science.

The STEM Prep program, focusing on STEM (Science, Technology, Engineering, & Mathematics) careers, is designed to further develop the mathematics and science knowledge and skills of the students who are enrolled in these courses. Students are invited into the STEM Prep program based on various criteria including the 5th grade state assessment results in both mathematics and science.

One of the goals of the program is to enable students to accelerate in mathematics and science coursework for Lufkin ISD. For this reason, a sixth grade STEM Prep student should plan to enroll in 8th grade Algebra I PAP for high school credit and advanced math and science coursework at Lufkin High School.

Removal from Advanced Classes

Removal from an advanced class (such as GT, STEM Prep, Pre-AP, or high school credit courses) will require a committee decision. The committee will include the student, teacher, parent, counselor and an administrator. Removal will not be considered until the following steps have been taken:

1. Student has attended tutoring at least once a week.
2. There has been active parental involvement and support.
3. There may be other necessary stipulations added in an effort to ensure every child has a level of success.
4. Removal from the class will not occur until the end of the first six weeks period. The grades will remain on the record.
5. Students may not be removed from an advanced class after the first nine weeks without principal approval for special circumstances.

UIL AND EXTRA CURRICULAR ELIBIGIBILITY REQUIREMENTS

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course designated by the district as an advanced class (Pre-AP, STEM Prep, GT and Dual Language). An exemption may be made with principal approval for advanced classes. The student and the parent must make a request in writing to the principal for consideration. A suspension continues for at least three school weeks and is not removed during the school year until the conditions of REINSTATEMENT, described below, are met. A suspension shall not last beyond the end of a school year. -Grade evaluation period means: 1. The six-week grade reporting period; or 2. The first six weeks of a semester and each grade reporting period thereafter.

Specialized Programs

Dual Language Spanish

Dual Language Spanish offers an accelerated course of Spanish study for students who were previously enrolled in the Dual Language Magnet Program. In sixth grade, students learn higher-level thinking strategies that will give them effective tools to be successful in the Spanish speaking world and increase their abilities in reading and writing in Spanish. *Dual language elementary students are automatically enrolled in Dual Language Spanish at LMS.*

Completion of the Dual Language Program at LMS can provide 2 high school Spanish credits. If Spanish I credit is earned in 5th grade, students will take Spanish II A in 6th and Spanish II B in 7th grade—and Spanish III in 8th grade. If Spanish I credit is not earned in 5th grade, dual language Spanish I credit can be earned in 6th and 7th grade—and Spanish II in 8th grade. Dual language students enrolled in Spanish II and Spanish III will be eligible for weighted credit.

English as a Second Language (ESL)

This course serves the needs of students who are identified as English Learners with intermediate levels of listening, speaking, vocabulary development, reading, writing, grammar, and composition skills. STAAR reading and writing objectives are addressed. This course fulfills the Language Arts requirement.

GT Language Arts

Gifted and Talented Language Arts courses are offered at all three grade levels. This program offers students with research-based learning experiences which prepare them to pursue higher levels of academic achievement. Students must be identified as G/T for participation in the program.

Special Education

This program provides special education services and facilities to ensure the availability of comprehensive services so that each handicapped student has the opportunity to participate in an appropriate education designed to meet his/her individual needs. The following instructional settings are offered:

Regular class	Related services
Regular class with support	Speech therapy
Content Mastery Centers	Resource classes
Self-contained classes	Services for the hearing and visually impaired

STEM

STEM (Science, Technology, Engineering, & Mathematics) course work is offered to prepare students for advanced math and science coursework at Lufkin High School. Students are invited into the STEM Prep program based on various criteria including the 5th grade state assessment results in both mathematics and science.

Other Programs

For students who need additional assistance to meet academic requirements, LMS offers a variety of options:

Dyslexic Students - Reading instruction for identified dyslexic students will support the Language Arts curriculum. This will be a required elective choice.

Content Mastery Centers (CMC Lab) allows for immediate access to individual assistance for a student in the CMC Lab when curriculum content is not mastered.

504 Students-Accommodation plans will be designed and implemented for eligible students.

Math 101—Students who require additional math intervention may be enrolled in this program for a semester in place of an elective.

Read 180-Students who require additional reading intervention may be enrolled in this program for a semester in place of an elective.

Supplemental Services

Clubs and Student Organizations – Students are provided with numerous opportunities to participate in co-curricular and extracurricular activities to enhance a sense of community, achievement, and support at Lufkin Middle School.

Guidance and Counseling - The guidance and counseling program consists of those services which aid the students in the areas of self-understanding, decision making and problem-solving skills, career awareness, and accepting personal responsibility.

Library Services - The Lufkin Middle School Library is the heart of the school where all students, faculty, and community members may come for information, enjoyment, resources, and services.

PAWS (Pause and Work Strategically)—This daily enrichment and intervention support provides opportunities for character development and academic support.

Tutoring – For students who need additional support or assistance, all core teachers offer tutoring twice a week before school.

UIL –Students have opportunities to compete against other schools to demonstrate their proficiency in select academic areas.

Elective Course Descriptions

Art 6 (1/2 year)

Introduction to Art- Students will be introduced to basic art skills. Materials fee: \$5.00.

Band 6 (all year)

This course is designed for the beginning band student. Fundamentals needed to play a band instrument and read music are stressed. In this course, an appreciation for music is enhanced through the development of listening skills and required performances. There are instruments that the school will provide such as the trombone, baritone, French horn, and tuba. For these instruments there is a one-time purchase of a mouthpiece. There are also instruments that must be purchased for band participation such as the flute, clarinet, alto saxophone, percussion (drums) and trumpet. There will be a testing period to determine what instrument is right for each student.

Choir- 6th Grade Mixed Choir (1/2 year or all year)

Sixth Grade Mixed Choir is a full or half year course open to any 6th grade students who wish to learn how to sing correctly. This course is designed to further develop choral skills introduced at the elementary level. Unison and two-part voicing will be the primary focus. Students will receive training in sight singing, correct vocal production, pitch matching, harmonization, rhythmic accuracy, and performance skills. Students will perform three concerts during the year. Attendance at performances and occasional after school rehearsals is required and is a major portion of the grade for this course.

Choir- 6th Grade Treble Choir - Girls only (1/2 year or all year)

Sixth Grade Treble Choir is a full or half year course open to any 6th grade girl who wishes to learn how to sing correctly. This course is designed to further develop choral skills introduced at the elementary level. Unison and two-part voicing will be the primary focus. Students will receive training in sight singing, correct vocal production, pitch

matching, harmonization, rhythmic accuracy, and performance skills. Students will perform three concerts during the year. Attendance at performances and occasional after school performances is required and is a major portion of the grade for this course.

Dual Language Spanish (full year)* *Can lead to high school credit**

Dual Language Spanish offers an accelerated course of Spanish study for students who were previously enrolled in the Dual Language Magnet Program. In sixth grade, students learn higher-level thinking strategies that will give them effective tools to be successful in the Spanish speaking world and increase their abilities in reading and writing in Spanish. Completion of the Dual Language Program at LMS can provide 2 high school Spanish credits. If Spanish I credit is earned in 5th grade, students will take Spanish IIA in 6th and Spanish IIB 7th grade—and Spanish III in 8th grade. If Spanish I credit is not earned in 5th grade, Spanish I credit can be earned in 6th and 7th grade—and Spanish II in 8th grade. Dual language students enrolled in Spanish II and Spanish III will be eligible for weighted credit. *Dual language elementary students are automatically enrolled in Dual Language Spanish at LMS.*

Fundamentals of Cheer and Dance Class (1/2 year)

This class is designed to introduce students to the basic elements of cheer and dance technique. Students will apply a variety of concepts on a daily basis which include rhythm and timing along with movement and coordination. Specifically, students will learn basic skills such as cheer motions, jumps, and spiring. In addition to basic dance technique and terminology such as leaps, turns, and kicks.

Fundamentals of Theatre (1/2 year)

This class is an introductory class for students who are interested in learning the basic elements of theatre. Students will learn about stage and theatre safety, basic sewing, and theatre history. Students will also work with groups in design teams, build characterization and voicing skills, and play basic improvisational games.

Health (9 week)

In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships.

Introduction to Technology (9 week)

This course includes the basics of word processing (keyboarding), digital slide presentations, and desktop publishing. The Internet and its acceptable use will also be explored.

Office Aide/Library Aide (1/2 year)

This course provides students with the opportunity to assist with basic office duties. This class may require approval by the counselor.

Physical Education (1/2 year or full year)

This class incorporates exercising and learning basic game skills. Students are required to dress out and participate each day.

Boys and girls must bring appropriate shorts and t-shirts from home.

Spanish IA (full year) *Can lead to high school credit**

Using age appropriate activities, students will develop the ability to perform the tasks of the novice Spanish language learner. Students will learn basic Spanish skills related to listening, speaking, reading, and writing—while also gaining a knowledge and understanding of other cultures. Spanish IA is a full year course—and a two-year commitment. Spanish IB will be taken in 7th grade. Students who demonstrate successful completion of Spanish IA and Spanish IB may be awarded one unit of high school credit.

Success 4 U (1/2 year)

This class will offer a variety of important skills that will enhance a students' academic success. Topics to be covered include transition to middle school, planning, organization, reading tips, test taking skills, note taking skills, and time management. Students will learn principles and strategies to empower them to be a successful secondary student.

***NOTE: All courses eligible for high school credit will be transcribed with the grades earned. Only failing grades may be repeated in grades 9-12. These grades will be included in the student's GPA.**

High School attendance requirements must be met for credit. (“To receive credit in a course, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class.”)