

HAYS CISD



Middle School Course Guide 6TH GRADE

Campus Directories

Barton Middle School

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Buda, TX 78610
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Hays Consolidated Independent School District

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Sandra Dowdy, Chief Academic Officer
Michael O'Guin, Deputy Chief Academic Officer
Sami Kinsey, Deputy Academic Officer
Dr. Jennifer Garcia, Deputy Academic Officer
Charlotte Winkelmann, Director of Counseling

ACADEMIC & GENERAL INFORMATION

General Information

Hays Consolidated Independent School District's middle schools serve students in grades six to eight. Hays CISD middle schools are designed to meet the needs of young adolescents.

We encourage parents to contact the teachers often to build a teaming approach in working with his/her child. This allows better communication and support, as well as more individual attention for all students.

Enrollment

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide evidence of required immunizations, **proof of residence (utility bill or lease agreement)**, copy of birth certificate and social security card, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, mother's name, place of business and work phone, father's name, place of business and work phone, and a friend or relative's name and number in case of emergency.

Curriculum at a Glance

Hays CISD provides middle school students a well-balanced curriculum that meets the requirements of the Texas Education Agency (TEA). The Hays CISD academic program offers all students the same basic course of study. Students in grades 6-8 are required to take core courses in English Language Arts and Reading, Mathematics, Science, Social Studies, Physical Education, and Fine Arts. These courses will be explained by subject area in this guide. All 6th grade students are placed in English Language Arts, Mathematics, Science, Social Studies, and Physical Education classes.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. Sixth grade offerings do not contain courses in Pre-Advanced Placement.

A counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this. If the parent wishes to move their child into advanced academic courses, the parent will need to conference with the current teacher and/or counselor.

Preparing Your Schedule

Sixth grade students should consider their interests and abilities in selecting courses for eighth grade and for high school. Therefore, when choosing elective courses sixth grade students should consider what it requires to accomplish their goals. For instance, if students are interested in taking 8th grade band, students should select the beginning course in sixth grade and the intermediate course in seventh grade. A course that is required before another course can be taken is called a "prerequisite course." It is important students are aware of deadlines in selecting and changing course requests, as course selections are used to hire quality teachers and set the master schedule for the next year.

Gifted and Talented Services

Identified gifted students are expected, but not required, to take a rigorous course of study to include Advanced Mathematics in middle school, Pre-AP courses in middle and high school and AP/Dual Credit/Dual Enrollment courses in high school.

Differentiation: Identified gifted and talented (G/T) students are offered differentiated learning opportunities within the classroom in Mathematics, English Language Arts and Reading, Science, and Social Studies. Differentiation is an instructional model guiding teachers in developing classrooms which are actively attentive to the needs of academically diverse student populations. Differentiating instruction requires active planning for

student learning differences in the classroom. In a differentiated classroom, students have multiple options for taking in or accessing information (content), making sense of ideas (process), and expressing what they learn (product). In addition, flexible grouping and acceleration opportunities are strategies used by the classroom teacher.

G/T Cluster Grouping: Cluster grouping is a method Hays CISD uses to meet the academic needs of G/T students. In Hays CISD schools, G/T students are clustered in core subject areas with a G/T trained classroom teacher. The G/T cluster teacher is responsible for teaching the core content academic curriculum as well as differentiating instruction for the G/T students.

Advanced Mathematics: Students in Advanced Mathematics experience a compacted curriculum. Four years of math instruction are compacted into three years with students completing Algebra I in their eighth grade year.

Pre-AP (7th & 8th grades): Pre-AP classes are offered in English Language Arts and Reading, Science, and Social Studies by educators who are trained in advanced curriculum and in gifted and talented (G/T) education.

Definitions

ELECTIVE - A course that a student chooses to take, although it is not specifically required.

PARENT SELF SERVE – Log in to Parent Self Serve to view your child’s assignments, grades, attendance, and email the teachers.

PREREQUISITE - A requirement that must be met in order to take a specific course.

REQUIRED COURSE -A specific course that a student must take and pass to be promoted to the next grade and ultimately to graduate from high school.

SEMESTER - An eighteen-week segment of the thirty-six week school year. Two semesters make up the school year on the middle school level.

STAAR (State of Texas Assessments of Academic Readiness) - The state testing program mandated by SB 1031 in 2007 and the grade 3-8 assessments mandated by HB 3 in the 2009 legislative session.

TEKS (Texas Essential Knowledge and Skills) - The statewide curriculum mandated by the Texas State Board of Education.

State of Texas Assessments of Academic Readiness (STAAR)

STAAR is the state’s student testing program that began in the 2011-2012 school year. The standardized testing program includes students in grades 3-12 and focuses on readiness for success in subsequent grades and courses and, ultimately, for college and career.

Over the course of their public school career, students participating in STAAR will be tested in the core subject areas - reading, writing, mathematics, science, and social studies.

Students in middle school take the following STAAR tests:

6th Grade – Reading, Mathematics

7th Grade – Reading, Writing, Mathematics

8th Grade – Reading, Mathematics, Science, Social Studies

High School: 5 End-of-Course assessments

Students enrolled in 7th Grade Advanced Math will take the 8th grade STAAR Mathematics assessment.

Students enrolled in Pre-AP Algebra I in 8th grade will take the Algebra I EOC assessment.

Visit the Texas Education Agency website for more news and information about STAAR.

<http://tea.texas.gov/student.assessment/staar/>

COURSE DESCRIPTIONS

Required Courses

ENGLISH LANGUAGE ARTS AND READING

6th Grade English Language Arts and Reading
Course Number: E60.MY
PEIMS: 03200510

In Grade 6, English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author’s Purpose and Craft, Composition, as well as Inquiry and Research. Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade-appropriate texts independently. Comprehension Skills: Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts. Response Skills: Students will respond to an increasingly challenging variety of sources that are read, heard, or viewed. Multiple Genres: Students will recognize and analyze genre specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts. Author’s Purpose and Craft: Students will use critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. Students will apply author’s craft purposefully in order to develop his or her own products and performances. Composition: Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions. Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

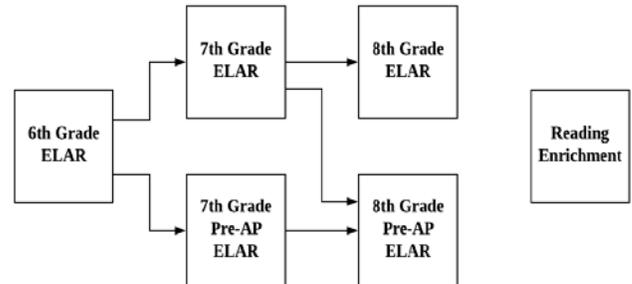
English as a Second Language (ESL)/English for Non-English Speakers

ESL classes prepare students for academic success in all content areas. Students learn English in a highly structured way in order to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through oral and written expression. Placement is

determined by LPAC.

Reading Enrichment

This course is offered in addition to the grade level English Language Arts course. It is designed to address reading deficiencies and to re-teach previously un-mastered skills and accelerate literacy concepts and abilities. This course offers students an opportunity to read with competence, confidence, and understanding through instruction in word recognition, vocabulary, and comprehension strategies. **Note:** This course may be required instead of an elective. Students will be placed in the reading enrichment class based on student assessment data received by the district during the summer.



MATHEMATICS

6th Grade Mathematics

Course Number: M60.MY

PEIMS: 02820000

The primary focal areas in Grade 6 mathematics 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.

6th Grade Advanced Mathematics

Course Number: M61.PY

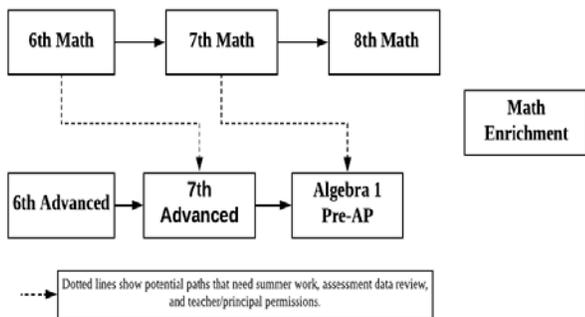
PEIMS: 02820000

Grade 6 Advanced Mathematics is the beginning of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Advanced Placement Statistics. This course will cover all of the Grade 6 mathematics standards and the majority of the Grade 7 mathematics standards. Placement of students choosing to pursue this course to begin the accelerated mathematics program will be based on student assessment data received by the district during the summer.

Students enrolled in Grade 6 Advanced Mathematics will take the STAAR Grade 6 Mathematics Assessment.

Mathematics Enrichment

This course is offered in addition to the grade level mathematics course. It is designed to address deficiencies, re-teach prior learning, and accelerate mathematical concepts and skills. Problem solving, number sense, and algebraic reasoning will be emphasized. **Note:** This course may be required instead of an elective. Students will be placed in a mathematics enrichment class based on student assessment data received by the district during the summer.



SCIENCE

6th Grade Science Course Number: I60.MY PEIMS: 02830000



Sixth grade science focuses primarily on physical science and the physics and chemistry applications of the four scientific strands.

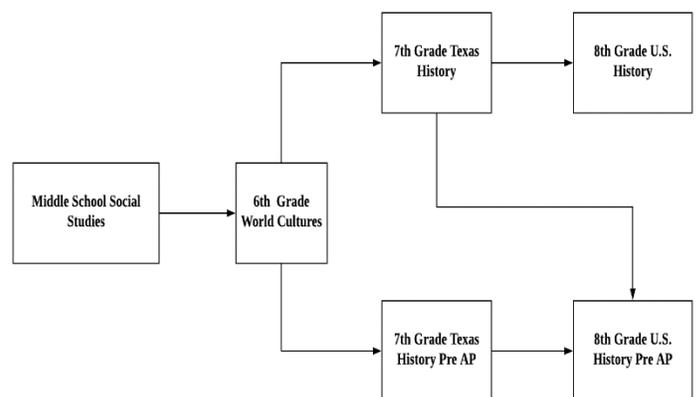
Topics in sixth grade will include:

- Matter and Energy—understanding the nature of elements and compounds, differentiating between chemical and physical properties of and changes in matter, periodic table, density, and sources and uses of our natural resources.
- Force, Motion and Energy—differentiating between potential and kinetic energy, heat transfer, and understanding the relationship between force and motion (including measurement and calculation).
- Earth and Space—understanding of the Earth as part of our solar system, the role of gravity on a larger scale, and issues relating to space exploration.
- Organisms and Environments—understanding taxonomic classification, interdependence between organisms and their environments, and levels of organization within an ecosystem.

SOCIAL STUDIES

6th Grade Social Studies Course Number: S60.MY PEIMS: 02870000

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia, and the Eurasian republics, North America, Central America and the Caribbean, South America Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.



MIDDLE SCHOOL PHYSICAL EDUCATION (PE)

SB 530 requires all middle school students to take at least four semesters of Physical Education.

Each student must complete yearly fitness assessments identified as FITNESSGRAM.

All information regarding this assessment is available on www.fitnessgram.net

6th Grade PE

Girls PE Course Number: F61.MY

Boys PE Course Number: F60.MY

PEIMS: 02850000

Hays CISD's physical education program is intended to increase the health and well being of each student enrolled in the class. A wide variety of recreational games/activities will be introduced throughout the school year. Students will exhibit and understand the importance of cooperation and teamwork within the classroom setting. This class will instill within the students the importance of maintaining a healthy lifestyle by maintaining physical fitness. Students will also acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. Students are also introduced to skills for sports that can be played in 7th and 8th grade athletics.

6th Grade Pre-Athletics

Course Number: Girls F63.MY

6th Grade Pre-Athletics

Course Number: Boys F62.MY

Students interested in being in athletics in 7th and 8th

grade should sign up for this course. Students should talk to their PE teacher or Counselor about this course. This is not a pre-requisite for 7th and 8th grade Boys and Girls Athletics

Dance, MS1

Course Number: D01.MY

PEIMS: 03154120

Students will learn the basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Students may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

Elective Courses

FULL-YEAR COURSES

Students will be given their first choice elective if possible. However, they may be placed in their second or third choice, so choose carefully. Any student not receiving a passing score on reading and/or math STAAR may be placed in an enrichment course in lieu of an elective.

Beginning Band, MS1

Course Number: B01.MY

PEIMS: 03154130

Band is designed as a progressive learning and skill development course in instrumental music. Students will develop concentration, prepare and practice individual parts, develop self and group discipline, and coordination. They will study music history and band literature. Students will express themselves through musical performances and explore career opportunities. All directors assist in a team teaching environment.

In Hays CISD, Beginning Band is offered in the sixth grade. After the students take beginning band class in the sixth grade, they are able to take regular performing band classes the following years in middle and high school.

Beginning band students may start on flute, clarinet, oboe, bassoon, alto saxophone, cornet (trumpet), French horn, trombone, baritone, tuba, and percussion.

Students interested in band should mark band on their choice sheet and plan to attend the instrument placement event for the middle school they will attend.

The Beginning Band Placement Drive will be on Saturday, March 2, 2019. Please talk to your campus band director or Counselor for more information. Hays CISD band staff will host the annual instrument placements. For proper instrument placement, district band staff will individually evaluate all students. Physical characteristics, school grades, proper instrument balance, and student's personal preferences will be considered. Students must attend and try out so they are placed in the approved band classes in the fall.

Art, MS1

Course Number: A01.MY

PEIMS: 03154110

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. This course is designed to expose students to a variety of media and tools; they will create various projects while they explore different forms of art. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Student work will be exhibited throughout the school and in art shows and contests.

Beginning Mariachi Strings, MS 1

Course Number: B81.MY

PEIMS: 03154133

This course is the prerequisite for Mariachi in 7th and 8th grade and at the high school level. Band class is not a prerequisite for this course. This course is intended for 6th grade beginners who will study the violin. Practices take place during the school day and special events occur during the school year. *Mariachi is only available to students at Chapa Middle School, Simon Middle School, and Wallace Middle School.*

Choir, MS1

Course Number: C01.MY

PEIMS: 03154131

The purpose of choir is to help students learn vocal techniques and sight-reading skills that will enhance their abilities to enjoy many kinds of music throughout their lives. This will include daily work on vocal techniques, continuation of the Kodaly system of music literacy, singing in two and three-part harmony, concert etiquette and learning to prepare a vocal score. As they learn and prepare music for performances, students will explore other languages and cultures.

What We Do:

- ◇ Improve singing voices
- ◇ Learn to sing in two parts
- ◇ Learn to read music
- ◇ Learn a variety of songs to perform
- ◇ Learn concert etiquette
- ◇ Learn proper diction for singing
- ◇ Develop confidence
- ◇ Learn to compete fairly
- ◇ Learn to work as a team

Performances:

- ◇ Fall, winter and spring concerts
- ◇ Special programs for school and community
- ◇ Solo and Ensemble Contest
- ◇ Field trip near end of school year

Dance, MS1**Course Number: D01.MY****PEIMS: 03154120**

Students will learn the basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Students take levels of Dance according to the number of years they have taken the course in middle school, not according to previous dance experience. The TEKS for both Fine Arts Dance and PE/Wellness will be taught in this course. Students may be able to take dance as either a fine arts class or as a PE class. This course may include rehearsals outside the school day.

STEAM Foundations**Course Number: G00.MY****PEIMS: 82600GTT**

PLTW's middle school program, **Gateway to Technology (GTT)**, is an activities-oriented course for students who enjoy science, technology, engineering and math. This is the introductory course in the series. The class is divided into independent modules that introduce concepts students will study in years 2 and 3. Students will learn to use modeling software, improve their problem solving, and work in teams. The course helps students build skills necessary to design, build and test for performance through a variety of projects. GTT courses taken in 7th and 8th grade will count for high school credit. STEAM Foundations is the 6th grade course before GTT classes. It is not a mandatory pre-requisite.

Theatre, MS1**Course Number: T01.MY****PEIMS: 03154140**

Students will get to know themselves better and develop a deeper understanding of the world around them by experiencing theatre first hand. By participating in pantomime, clowning, improvisation, storytelling, puppetry, role-playing, and set design, the students will have an opportunity to increase their skills in imagination, concentration and observation.

6th Grade Elective for Dual Language Students**Course Number: L10.MY****PEIMS: 82500100**

6th Grade Elective for Dual Language Students is a course for students coming from one or two way dual language programs at the elementary level. Students will continue their study in becoming biliterate in Spanish and English. *6th Grade Elective for Dual Language Students is only available to students at Chapa Middle School and Wallace Middle School who were enrolled in a one or two way dual language program in elementary school.*



Hays Consolidated Independent School District

2019-2020

NOTICE

It is the policy of the Hays CISD Schools not to discriminate on the basis of sex, handicap, race, color, or national origin in its education programs, activities or employment as required by Title IX, Section 504, Title VI and ADA.

Hays CISD will take steps to insure that a lack of English language skills will not be a barrier to admission and participation in all educational programs.

For information about your rights or grievance procedures contact the 504 Coordinator, Dr. Dustin Breithaupt, or Title IX, Title VI, ADA Coordinator, Jim Baker, at 21003 IH 35, Kyle, Texas 78640 (512) 268-2141.

ACCESS TO STUDENT RECORDS

The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public law 93-380 provides for protection of the rights and privacy of parents and students. The Hays CISD will abide by the provisions of this act by making available to parents (or eligible student) the official records and files included in his/her cumulative record folder as provided by the law. Hays CISD will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

www.hayscisid.net

Things could change . . .

This catalog is a guide based on information as it is known in January. There could be changes that affect course offerings after this catalog is issued: the status of advanced or elective courses, graduation requirements, and students' class schedules. If there are changes, those changes will be made and approved by one of the following: Texas Legislature, Texas Education Agency or the Hays CISD School Board of Trustees.