

SHAKOPEE PUBLIC SCHOOLS

**PEARSON
6th GRADE CENTER**

**Registration Guide
2014 – 2015**



917 Dakota Street South ♦ Shakopee, MN 55379 ♦ (952) 496-5862

COMPLIANCE STATEMENT

The following are brief descriptions of Shakopee School District policies relating to behavior standards and expectations. A complete copy of any district policy may be obtained by contacting the junior high school or the Superintendent's office.

Harassment and Violence:

Policy #413: It is the policy of the Shakopee Public Schools to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

Consequences: The School District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

HARASSMENT IS when someone does or says something to you of a sexual, racial, religious, or violent nature that makes you feel uncomfortable. **IF THIS HAPPENS, tell an adult you trust.**

Notice of Directory Information

Policy #515 – PROTECTION AND PRIVACY OF PUPIL RECORDS: The Shakopee School District declares the following to be directory information: student name and date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended. By law, designated directory information may be made public unless a parent notifies their child's school that they do not want it to be released without their consent. Notification must be given to the principal of the child's school by October 1st of each school year.

Student Sex Nondiscrimination

Policy #522: The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in any educational program or activity, including any class or extracurricular activity operated by the school district on the basis of sex.

Consequences: The School District Human Rights Officer(s), upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge.

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MESSAGE TO STUDENTS & PARENTS

Pearson Sixth grade Center
917 Dakota Street South
Shakopee, MN 55379
(952) 496-5862

To Students and Parents of Pearson Sixth Grade Center:

This course registration guide is one tool for you to use as you help plan for your student's 2014-2015 school year. In addition to the course descriptions offered here, teachers and other school personnel will have much guidance for you during this important process.

Pearson Sixth Grade Center is where students transition from the elementary model of education, where the student has a primary teacher they meet with most of the day, to the secondary model, where students generally have a different teacher for every class each day. This can be a difficult transition for parents and students, especially if they are unprepared for it. Our sixth grade center offers students a chance to transition between these two models in a safe and caring environment. Students' schedules are mostly set, but there are opportunities for students to join band and/or choir, general music, and (for who meet the qualifying criteria) Honors Reading/Language Arts and/or Pre-Algebra (1 year accelerated math) or Algebra (2-year accelerated math).

If you have questions regarding registration processes or a specific class, please contact our office. Thank you for planning wisely for your future!

Our goal is to have the registration process completed by the mid-March for the majority of students.

We are here to assist you; please contact us with any questions.

Administration

Principal | *Angela Turry*
Assistant Principal | *Dr. Kevin Bjerken*

Phone | (952) 496-5862

CREDIT REQUIREMENTS

SUMMARY OF SIXTH GRADE CREDIT REQUIREMENTS

The school year is divided into two semesters, each with 2 quarters.

In sixth grade students are required to take year-long courses in English, Mathematics, Science, and Reading, three quarters of Social Studies, semester-long courses in Music (Band, Choir, or General Music) and Physical Education, and quarter-long courses in Art, Health, and Project Lead the Way (PLTW) – a Technology Education course. The remaining part of the schedule may be filled with another music course or a study hall.

GRADE 6 REQUIREMENTS			
1	Language Arts (full year)		
2	Mathematics (full year)		
3	Science (full year)		
4	Reading (full year)		
5	Health (quarter)	Social Studies (three quarters)	
6	Physical Education (semester)	PLTW* (quarter)	Art (quarter)
7	Band, Choir, or General Music (every other day)		
	Study Hall or second Music course (every other day)		

** Project Lead the Way – a Technology Education course*

Students may take:

- *Band every-other-day opposite of Study Hall or General Music.*
- *Choir every-other-day opposite of Study Hall or General Music.*
- *Band and Choir every-other-day (no Study Hall)*
- *General Music every-other-day opposite of Study Hall.*

Note: In some situations, based on academic need, a student may be limited to one music course and a study hall or other academic support class.

ADVANCED COURSES

Shakopee Public Schools offers a variety of advanced courses intended to provide appropriate challenge for students who demonstrate need for a more rigorous curriculum. Students are identified for these courses at the sixth grade level. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers (usually those who are in the top 20% of their class) will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses at our junior high schools that provide rigorous challenge:

	DISCIPLINE CATEGORY REQUIREMENTS	REGULAR	HONORS	ACCELERATED	TWICE-ACCELERATED
GRADE 6	1 English Language Arts	Language Arts 6	Honors Language Arts 6		
	2 Health / Social Studies	Health / Social Studies 6			
	3 Science	Science 6			
	4 Mathematics	Math 6		Pre-Algebra	Algebra 1
	5 Reading	Reading 6	Honors Reading 6		
	6 Phy Ed / PLTW / Art	Phy Ed / PLTW / Art			
	7 Music and/or Study Hall	Band, Choir, or General Music			

DEFINITIONS | Advanced Course Sequences Defined

There are three main advanced course sequences available to students who demonstrate appropriate levels of performance and/or ability:

HONORS Sequence | These courses are taught using grade level curricular standards, but with a greater level of rigor and complexity and are targeted to the top 20% of students in each class.

Honors course sequences by department include:

- **English/Language Arts** | Honors Sequence runs Grades 6-10 | College in the Schools (CIS) Grades 11-12
- **Science** | Honors Sequence runs Grades 8-11 | CIS Grade 12

ACCELERATED Sequence | These courses are taught using the grade level standards of the course one grade level ahead and are typically targeted to the top 10-15% of students.

Accelerated course sequences by department include:

- **Math** | Accelerated Sequence runs Grades 6-10 | Advanced Placement (AP)/CIS Grades 11-12
- **Science** | Accelerated Sequence runs Grades 9-10 | AP/CIS Grades 11-12
- **Social Studies** | Accelerated Sequence runs Grades 9-12 | All are AP or CIS

TWICE-ACCELERATED Sequence | These courses are taught using the grade level standards of the course two grade levels ahead and are typically targeted to the top 5% of students.

Twice-Accelerated course sequences by department include:

- **Math** | Twice-Accelerated Sequence runs Grades 6-9 | AP/CIS Grades 10-12

IDENTIFICATION | Common Identification Criteria (District-wide)

Identification criteria for each District Honors Sequence within a Discipline (LINK: specific MAP and MCA subtests by discipline)

- **Honors Sequence** | To be identified for Honors courses, students average scores on MAP and MCA data over the previous two years must be at or above the 85th percentile, or other comparable test data.

- **Acceleration Sequence** | To be identified for Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the Dep't Recommendation (greater than the 85th percentile).
- **Twice-Accelerated Sequence** | To be identified for Twice-Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the Dep't Recommendation (greater than the 90th percentile).

APPEALS PROCESS | Uniform process for Appeals across content areas, except Math

MATH Appeals | Students must test out of the pre-requisite course using an end of course assessment in order to advance.

Appeals in ALL Other Disciplines | If not initially invited into the course by initial identification, the student and parent(S) must...

1. Complete written Appeal Request Form (available from the building administration or counselors)
 2. Building Administrator(s) reviews student's file (with the HP Coordinator, as needed), including...
 - Core Data (as described above in Identification)
 - Other Supplementary Data, such as...
 - ♦ Subject-specific EXPLORE and/or PLAN Scores
 - ♦ Subject-specific Grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
 - ♦ Work samples
 3. Building Administrator(s) reviews student's file and supplementary data with parents
- The Building Administrator will be the final authority on ALL appeals.

EXIT CRITERIA | Common District Exit Criteria

Methods of Exiting

1. **Request by student and/or parent** | When students and/or their parents request to be dropped from an advanced course, the following process must be followed:
 1. The student and/or parent(s) discuss ongoing concerns with teacher as the course progresses.
 2. Teacher makes sure that Parent(s) are included in on discussion of concerns about the student.
 3. In normal circumstances, if a parent requests his/her student be exited from the course, that request will be honored at the end of the current grading period (The student's grade for that grading period will count in the student's GPA.)
2. **Recommendation by Teacher** | Process for exit
 1. The teacher begins and maintains an ongoing discussion of concerns with student throughout the course.
 2. The teacher discusses the concerns with Parent/Guardians as soon as appropriate.
 3. The parties agree to a performance contract, signed by student & parent/guardian(s) and shared with the Building Administration.
 4. If the performance contract does not alleviate the concerns, the teacher shares the results with the student's counselor and Building Administration.
3. **Student Failure** | If a student fails the course, s/he will be removed from that discipline's advanced course sequence.

The Building Administrator will be the final authority on ALL student exits from advanced courses.

COURSE DESCRIPTIONS

READING & LANGUAGE ARTS

LANGUAGE ARTS REQUIREMENT

Students in sixth grade must take a full year of Language Arts and Reading.

LANGUAGE ARTS 6 (Full Year)

The majority (approximately 80%) of incoming 6th Graders will be in this course.

The sixth grade language arts curriculum consists of word study, journal writing, essay composition, Six+1 Traits of writing, poetry, and grammar. Each language arts class focuses on all of the 6+1 Traits of writing in student journals, essays, poetry and reports. Major writing projects include persuasive, descriptive, and informative papers. The language arts class also provides a foundation for writing in other content areas. Grammar, spelling and writing conventions are taught in the context of students' own reading and writing.

READING 6 (Full Year)

The majority (approximately 80%) of incoming 6th Graders will be in this course.

The sixth grade reading course places an emphasis on the development of reading comprehension skills, interaction with literature, and the development of rich vocabulary. To accomplish these goals, students are involved in literature circles, reading workshop, read alouds and independent reading. Reading units are based on the 7 reading strategies: monitoring comprehension, making connections, inferring, visualizing, determining importance, synthesizing and questioning. Curriculum is aligned with the MN state standards and prepares students for the Minnesota Comprehensive Assessment. Differentiated instruction is provided through a leveled literature library and through student reading response journals. The goal is to provide students the necessary skills for success in the classroom and for a lifelong love of reading.

HONORS LANGUAGE ARTS OPTION

Eligibility: To be eligible for Honors courses, student's score average must be at or above the 85th percentile on available MAP and MCA data, or other comparable test data

Students who do not meet the criteria outlined above will not be considered for placement in honors courses unless a parent completes the Appeals process (see "Appeals Process" on page 3). Continuation in the honors courses will be automatic for students who demonstrate success (see "Exit Criteria on Page 3).

HONORS READING & LANGUAGE ARTS 6

Honors Reading & Language Arts are more rigorous options designed to challenge the high potential learner. To be considered for Honors Reading & Language Arts students must have a history of excellent performance in the following areas: MAP tests, MCA tests, classroom grades, and strong work habits.

The honors course student will dig deeper into books. Honors students will work with more complex novels in a variety of genres, including modern & classic poetry, biographies & autobiographies, a variety of fiction, and classic novels.

Examples of such texts are: *Treasure Island, The Hobbit, Call of the Wild, Swiss Family Robinson*

Honors students will be expected to read at least two texts at any given time. One text will be an independent reading book and the other will be a literature circle book.

The texts students read will also be used to fill in their genre wheel. Students will read 40 texts by the end of the year.

A more detailed and colorized diagram reflecting the Advanced Course options in English Language Arts is available on the Shakopee High Potential Services website: <http://shakopee.schoolwires.net/Page/493>

MATHEMATICS

MATH REQUIREMENT

Students in sixth grade must take a full year of Mathematics.

MATH 6 (Full Year)

Math 6 is the math course taken by most students. The Math 6 curriculum includes key mathematical concepts such as exploring problem solving, decimals, fractions, percents, measurement, probability, ratios, proportions, equations, algebra, integers, coordinating graphs and geometry in two and three dimensions.

ACCELERATED MATH OPTIONS

PRE-ALGEBRA (Full Year) — 1 Year Accelerated Course

Eligibility: To be eligible for Accelerated courses, student's score average must be at or above the 87th percentile on available MAP and MCA data, or other comparable test data

Students who do not meet the criteria outlined above will not be considered for placement in accelerated courses unless a parent completes the Appeals process (see "Appeals Process" on page 3). Continuation in the accelerated courses will be automatic for students who demonstrate success (see "Exit Criteria on Page 3).

Pre-Algebra builds on the skills and knowledge taught in Math 6. Students who register for this course will be expected to have above average mathematical knowledge and skill as well as greater motivation, as it is more rigorous and moves at a faster pace.

The Pre-Algebra curriculum includes key mathematical concepts such as exploring problem solving, decimals, statistics, integers, coordinate graphs, factors, fractions, rational numbers, ratios, proportions, percent, polynomials, equations, and geometry in two-and three-dimensions.

ALGEBRA 1 (Full Year) — 2 Year Accelerated Course

Eligibility: To be eligible for Accelerated courses, student's score average must be at or above the 97th percentile on available MAP and MCA data, or other comparable test data. In addition, each student must pass the end of course assessment for Pre-Algebra.

Students who do not meet the criteria outlined above will not be considered for placement in accelerated courses unless a parent completes the Appeals process (see "Appeals Process" on page 3). Continuation in the accelerated courses will be automatic for students who demonstrate success (see "Exit Criteria on Page 3).

Algebra I continues to build on the skills and knowledge taught in Pre-Algebra. Students who register for this course will be expected to have even greater mathematical knowledge, skill and motivation, since it is even more rigorous and moves at a faster pace than Pre-Algebra.

Algebra I students will be starting a sequential series of math courses. Algebra I is followed by Geometry, Accelerated Algebra II, Pre-Calculus and Calculus. Algebra I students learn the traditional topics of an Algebra course along with real-world application, meaningful projects and integration of technology.

A more detailed and colorized diagram reflecting the Advanced Course options in Mathematics is available on the Shakopee High Potential Services website: <http://shakopee.schoolwires.net/Page/493>

SCIENCE

SCIENCE REQUIREMENT

Students in sixth grade must take year of Science.

6TH GRADE PHYSICAL SCIENCE (Full Year)

In Physical Science, students learn about the scientific method through problem solving. This is accomplished through the introduction to lab reports and the use of a Science Notebook. Students study chemistry, forces and motion, light and sound waves, and energy sources.

A more detailed and colorized diagram reflecting the Advanced Course options in Science is available on the Shakopee High Potential Services website: <http://shakopee.schoolwires.net/Page/493>

SOCIAL STUDIES

SOCIAL STUDIES REQUIREMENT

Students in sixth grade must take three quarters of Social Studies.

SOCIAL STUDIES – MINNESOTA STUDIES (Three Quarters)

In this introductory history course, students will investigate how the state of Minnesota has been shaped throughout the last few centuries. We will explore how Minnesota was involved in critical moments throughout US History, study various groups of people who have lived here, discuss foundational elements of Minnesota government, and practice mapping skills with Minnesota geography. An emphasis will be placed on building informational reading comprehension and other literacy skills within the curriculum.

A more detailed and colorized diagram reflecting the Advanced Course options in Social Studies is available on the Shakopee High Potential Services website: <http://shakopee.schoolwires.net/Page/493>

ART

ART REQUIREMENT

Students in sixth grade must take one quarter of Art.

ART (1 Quarter)

This introductory course will investigate “What is art?” A variety of 2D and 3D visual art media will be explored. A thorough study of the elements of art will guide the course. Active reflection throughout the process of creation as well as a final written reflection will further the development of the artwork and the understanding of visual art concepts.

MUSIC

MUSIC REQUIREMENT

Students in sixth grade must take a one-semester equivalent (every other day for the school year) of Band, Choir, or General Music. Students may “double-up” on music by taking Band and Choir on opposite days, etc. If a student only takes one music course, they will be placed in a Study Hall on the opposite days.

BAND (Every Other Day)

This class is open to all 6th grade students who are interested in a band experience. 6th graders who wish to try band for the first time, or newcomers to the district, are asked to consult with the band instructor before registering for this course. 6th grade Band rehearses on opposite days from 6th grade Choir. Band students who are not in Choir or General Music have study hall on alternate non-Band days. Small group instrumental lessons are given during the day. Course requirements, grading and discipline procedures can be found in the Band Handbook online. Assignments and assessments will be given in this class to fulfill State and National Arts Standards. 6th grade Band performs three concerts per year: Fall, Winter, and Spring.

CHOIR (Every Other Day)

Choir is open to any 6th grade student who wishes to sing. Voices are tested each fall for range and part placement. 6th grade Choir rehearses on opposite days from 6th grade Band. Group lessons are given during the day. Choir students who are not in Band or General Music have study hall on alternate, non-Choir days. Course requirements, grading and discipline procedures can be found in the Choir Handbook. Assignments and assessments will be given in this class to insure students fulfill the State and National Arts Standards. 6th Grade Choir performs three concerts per year: Fall, Winter, and Spring.

GENERAL MUSIC (Every Other Day)

Students who do not register for Band or Choir are required to take General Music. Throughout the year, students are asked to listen to and react in writing about a variety of music genres they hear in General Music. In the first unit, students will expand their knowledge of rhythms from elementary school. They will also learn Musical Phrasing, Ostinati (repeated) Patterns, and Dynamics through African Drumming. The second unit adds to the earlier unit by adding the concepts on melody, simple harmony, and note names through the addition of Orff instruments. The third unit increases the complexity of the previous units by having the students compose and perform music on guitars. A composition unit

brings the course to a close by synthesizing all previous content. The purpose of this course is to create better consumers of music.

PHYSICAL EDUCATION

PHYSICAL EDUCATION REQUIREMENT

Students in sixth grade must take a semester of Physical Education and a quarter of Health.

HEALTH (1 Quarter)

Topics covered in the sixth grade health curriculum include units of Steps to Respect Anti-Bullying, Communicable and Non-communicable Diseases, Taking Responsibility for your Health, and Human Growth and Development.

PHYSICAL EDUCATION (1 Semester)

Sixth grade physical education includes fitness concepts for life, plus opportunities to participate in individual and team sports.

TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION REQUIREMENT

Students in sixth grade must take one quarter of Technology Education.

PROJECT LEAD THE WAY (1 Quarter)

This is a class that blends pre-engineering, mathematics and science concepts. Through hands-on projects, students explore the science of electricity, the movement of atoms, circuit design, and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on our lives.

ADDITIONAL LEARNING EXPERIENCES

In order to meet the needs of our varied student population, we also offer the following activities to give added support or challenges through our academic programs. Students who are a part of these programs may be referred by teachers or tested to determine a need for such services.

ENGLISH AS A SECOND LANGUAGE PROGRAM (EL)

This program is designed for non-native speakers of English. The program will emphasize developing competencies in standard English with a focus on reading, listening, speaking and writing. Instruction is offered in both sheltered, as well as co-taught settings. Eligibility is determined by English proficiency testing. Students who qualify for services will receive intensive vocabulary, reading, and writing instruction that will foster communicative competence necessary for academic success.

HIGH POTENTIAL SERVICES

In Math and English there are a number of opportunities designed to challenge the high potential learner. Students will be invited to register for Honors Reading and Language Arts course, and/or accelerated Math based on results from nationally-normed achievement tests, state tests, grades and teacher recommendations. In some cases, students may also be required to score at a set level on an entrance test to register for certain courses.

In addition to our High Potential classes, there are also after-school enrichment activities, such as Knowledge Bowl, Science Olympiad, Spelling Bee, Math Competition (Math Counts) and more.

SPECIAL EDUCATION SERVICES

Special Education services for students identified with disabilities are available to students in areas mandated and guided by state and federal law. Students do not register for these services or programs. They are placed through a formal evaluation processes or as a continuation of needed services identified prior to enrolling in Shakopee Schools.

STUDENT ACTIVITIES

Pearson Sixth Grade Center offers a variety of co-curricular activities that are a benefit to our students academically, socially, and physically. We continue to explore program options that can be offered to our students. Therefore, the list below may not be an inclusive list once the school year begins.

- Band
- Breakfast & Books Jazz
- Homework Help (AM/PM)
- Knowledge Bowl
- Math Counts
- Power Patrol
- School Newspaper
- Science Olympiad
- Select Choir (Saber Singers)
- Spelling Bee
- Student Council
- Yearbook
- Young Authors

JAZZ BAND

Students interested in participating in Jazz Band must audition for the program. Jazz Band rehearsals are held before the regular school day one or two mornings per week. Classic jazz and modern jazz ensemble literature is used for performances by the Jazz Band. Jazz Band performs at jazz band concerts, plus numerous civic events throughout the year.

SELECT CHOIR (Saber Singers)

Select Choir is a group interested students must audition for. Rehearsals are held before the regular school day one or two mornings per week. Select Choir performs at choir concerts, plus numerous civic events throughout the year.

ATHLETICS

There are select athletic activities available for your student. Interested students should sign up through the high school athletic office. Transportation is provided to the practice and game facilities. Fees will be assessed for athletic participation. Questions concerning athletics can be directed to the high school activities office. Athletic activities available for 6th grade students:

- Girls Fall Tennis
- Boys Winter Wrestling
- Boys Spring Tennis