Community School
of Naples

Middle School
Program of Studies 2012-2013
Grade 6
MIDDLE SCHOOL

Administration

Head: Mrs. Kathy Frances
Assistant Head: Mrs. Fabiola von Hollen
Administrative Assistant: Mrs. Rita Mongiovi

Department Chairs

English: Mrs. Ceil Beagle
History: Mrs. Deborah Lefebvre
Science: Mrs. Jan Posch
Mathematics: Mrs. Cynthia Preston
Technology: Mr. Alan Kenny-Rudolph
Athletics: Mr. Matthew Keraus
Performing Arts: Mr. T.C. Dolgin
Art: Mr. Tom Geyer
Goals of the course:

- To broaden students’ perspectives by providing a variety of genres to read
- To develop critical reading and thinking skills
- To develop literal and inferential comprehension
- To draw valid conclusions based on evidence
- To develop sound writing skills
- To understand and apply basic grammatical structures

Primary topics or units studied during course:

- Literature (anthology, trade books, nonfiction)
- Columbia Reading and Writing Workshop
- Vocabulary (formal program and in context)
- Grammar (formal program and usage as needed to improve writing)
- Critical thinking skills
- Independent reading and writing

Major texts used:

- *The Language of Literature* (an anthology) by McDougal Littell
- *Elements of Language Introductory Course* by Holt McDougal
- *Vocabulary Workshop A* by Sadlier-Oxford
- *The Remarkable Journey of Prince Jen* by Lloyd Alexander
- *The Adventures of Ulysses* by Bernard Evslin

Grading procedures:

Students are graded on the point system in the following categories: Literature Analysis, Language (vocabulary and grammar), Composition, and Procedures.

Major projects:

The Columbia University Teacher’s College Workshop method for both reading and writing is a child-centered method of teaching skills. It teaches how to write for the viewpoint of the reader and the purpose of revision, and it teaches how to read for critical analysis and the craft of writing. Workshop classes provide opportunity to work on specific writing, reading, and critical thinking skills through whole group, small group, and individual mini-lessons. Writing will be published in various formats, including a digital portfolio with video and audio semester reflections.

Homework procedures:

Students should enter all their homework assignments in their planners. However, if a student forgets to write an assignment in his/her planner, the assignments can be found on the website. Students will be penalized for late assignments. If a student is sick, he/she must hand in the missed assignment within 2-3 days after returning to class.
Grade: 6   Subject/Area: Ancient History

Goals of the course:

- To develop critical thinking and reading skills
- To encourage students to discover, analyze and interpret evidence
- To encourage and incorporate the thoughtful use of technology in learning about the ancient world
- To develop mapping skills
- To analyze primary sources
- To allow students to experience key history concepts firsthand

Primary topics or units studied during course:

- The Fertile Crescent
- Ancient Egypt
- Ancient China
- Ancient Greece
- Ancient Rome

Major text used:

- History Alive! The Ancient World by Teachers Curriculum Institute (textbook, Online text, and interactive notebook)

Grading procedures:

- Students are graded on the point system in the following categories: Analysis, Application, Homework and Geography/Skills.
- Overall grades are determined by calculating the percent proportion of the points a student successfully earned to the total possible points offered

Major projects:

- Egypt project (pyramid construction / research)
- China project (GoogleEarth/edmodo)
- Greek Theater
- Roman coin / Bulla

Homework procedures:

- In Ancient History, students can expect homework five nights per week
- Typical homework assignments should require 20 minutes of focused effort
- Homework will often require the use of the internet

*History, despite its wrenching pain, cannot be unlived; but if faced with courage, need not be lived again.* - Maya Angelou
Goals of the course: Earth Science concepts are presented using inquiry-based instruction in classroom environments that include laboratory experiences, incorporating both individual and cooperative group learning activities. Students learn the laws of nature, the scientific method, the process of critical thinking, and mastery of the basic concepts of the fundamental sciences of geology and astronomy, through a variety of activities and strategies. The Earth Science curriculum integrates with the middle school math, history, language, and technology course curricula. Assessment practices are varied and focus on achievement and the opportunity to learn, addressing the individual needs of diverse learners and gender/equity issues. The ultimate goal is to encourage the innate curiosity of sixth grade students, so they may become lifelong learners and scientifically literate individuals, in order to make informed choices in society.

Primary topics or units studied during course:

- **Introduction to Earth Science**: Lab Safety, Metric System, Atomic Theory
- **Inside the Earth**: Plate Tectonics, Earthquakes and Volcanoes, Rocks and Minerals
- **Earth’s Changing Surface**: Topography and Topographic Maps, Geologic Time Scale
- **Astronomy**: The Solar System, Stars, Galaxies, The Universe
- **Earth’s Water**: Wetlands and Aquifers

Major text used: The Prentice Hall Science series of science textbooks are used. 

**Science Explorer: Inside Earth, Earth’s Changing Surface, Earth’s Waters and Astronomy**

Grading procedures: Grading Categories

- Homework: 20%
- Lab Activities: 20%
- Quizzes: 20%
- Exams and Projects: 40%

Technology integration: Students use technology throughout the school year for a variety of purposes including research, interactive website activities, word processing, and spreadsheets for reporting data collection and making graphs.

Major projects: A Planet Poster Project is assigned during the study of Astronomy. This project involves internet research using the NASA website, utilizes word processing programs to produce tables and textboxes with imported photos, and incorporates graphics software for drawing.

Homework procedures: Homework assignments are posted in the classroom and on the website, and are due the following class period, unless otherwise indicated. Assignments are due at the beginning of class. An assignment turned in late will receive a maximum 50% score, as long as the assignment is completed within one week. After a week, late assignments will receive a zero grade, unless the student meets with the teacher to make arrangements for completing the assignment.
Grade: 6  Subject/Area: Advanced Math

Goals of the course:
The goal of advanced 6th grade math is for all students to develop the critical skills and concepts which are the building blocks for future math courses.

Primary topics or units studied during course:

- The Real Number System (including fractions, decimals, integers, whole and irrational numbers)
- Measurement – metric and powers of ten
- Number Theory (prime factorization, greatest common factor)
- Scientific notation
- Equations, Inequalities and Algebraic thinking
- Ratios, Rates, Proportions and Percent
- Geometry (both two and three-dimensions)
- Graphing of the Coordinate plane
- Displaying and Analyzing Data
- Probability
- Mental Math, and Test-Taking strategies

**Note: Problem solving strategies, enrichment, and cumulative reviews are woven throughout the series

Major text used: Math Matters 1: (Glencoe Mathematics)

Grading procedures:
- Homework  15%
- Quizzes = 35%
- Tests =45%
- Class work – 20%

Major projects: The use of technological tools will be incorporated throughout the curriculum. Students will have a variety of web based programs such as Student Express and Homework Video Tutor to help students study, learn, and succeed in the classroom. Technological tools such as Mind Point Quiz Show allow teachers to involve the entire class in an end of the chapter review. Lab based instruction will be scheduled to reinforce new skills taught.

Homework procedures:
Homework is an essential part of practicing new and challenging concepts and will be assigned daily. The amount of homework problems will vary according to the daily topic and understanding of the students. Homework will be assigned daily rather than weekly. Homework is written on the board daily as well as on the CSN website. I will grade some homework and class work assignments for completion and some for accuracy and a grade. Points will be deducted for homework assignments turned in late. After three days, late homework assignments will not be accepted. (Excused absences do not count as late assignments).
Goals of the course: The goal of Prentice Hall Mathematics is for all students to develop the critical skills and concepts which are the building blocks for future math courses.

Primary topics or units studied during course:
- The Real Number System (including fractions, decimals, integers, whole and irrational numbers)
- Measurement – metric and powers of ten
- Number Theory (prime factorization, greatest common factor)
- Scientific notation
- Equations, Inequalities and Algebraic thinking
- Ratios, Rates, Proportions and Percent
- Geometry (both two and three-dimensions)
- Graphing of the Coordinate plane
- Displaying and Analyzing Data
- Probability
- Mental Math, and Test-Taking strategies

**Note: Problem solving strategies, enrichment, and cumulative reviews are woven throughout the series.

Major text used: Prentice Hall Mathematics Course 2

Grading procedures:
- Homework 15%
- Quizzes 35%
- Tests 45%
- Other 5%

Major projects/Technology: The use of technological tools will be incorporated throughout the curriculum. Students will have a variety of web based programs such as Student Express and Homework Video Tutor to help students study, learn, and succeed in the classroom. Technological tools such as Mind Point Quiz Show allow teachers to involve the entire class in an end of the chapter review. Lab based instruction will be scheduled to reinforce new skills taught.

Homework procedures: Homework is an essential part of practicing new and challenging concepts and will be assigned daily. The amount of homework problems will vary according to the daily topic and understanding of the students. Homework is written on the board daily as well as on the CSN website. I will grade some homework and class work assignments for completion and some for accuracy and a grade. Points will be deducted for homework assignments turned in late. After three days, late homework assignments will not be accepted. (Excused absences do not count as late assignments).
Goals of the course:

- Students will use the target language daily in reading, writing, speaking and comprehension
- Students will use technology to enhance language learning
- Students will understand and accept Spanish cultural likeness and differences

Primary topics or units studied during course:

- Greetings, numbers, currencies, seasons, physical descriptions, nouns, adjectives and verbs “ser” and “tener”.
- Shopping, after school activities, present tense “ar” verbs, verbs “ir”, “dar”, “estar”, food, “er” “ir” verbs, like and dislike, sports in the Spanish speaking countries and minor illnesses. Personality, emotions, literary genre, “ser” and “estar” (to be) present tense and indirect object pronouns.
- Weather and summer /winter activities. Comparisons and environmental descriptions. Preterite tense.
- After school activities Spanish speaking countries current events (music-museums-art)

Major text used:

¡Así se dice! by Glencoe, published by Mc Graw Hill. Students can access the online edition

Grading procedures:

- Participation 10%
- Homework 20%
- Quizzes 30%
- Tests 40%

Major projects: Students will have two major projects: one in December (Summative Assessment) and one in May (Final Assessment) Both assessments will involve the use of technology and students will be expected to use the Internet and to create projects with programs like Glogster, Powerpoint.

Homework procedures:

- Students will have homework at least three nights a week.
- Students should write their homework assignments in their planner.
Grade: 6  Subject/Area: Spanish 6

Goals of the course:

- Students will use the target language daily in reading, writing, speaking and comprehension
- Students will use technology to enhance language learning
- Students will understand and accept Spanish cultural likeness and differences

Primary topics or units studied during course:

- Review
  - Greetings, farewells, courtesy, numbers, days, time, seasons and weather
- Vocabulary
  - Physical characteristics
  - Family and home
  - School and activities
  - Food
  - Sports
  - Wellbeing
- Grammar
  - Article, noun and adjective agreement
  - Regular present tense verbs
  - Irregular present tense verbs
  - Contractions
  - Subject pronouns
  - Object pronouns

Major text used:
¡Así se dice! published by Glencoe & Mc Graw Hill. Students can access the online edition

Grading policy:

- Participation  10%
- Homework       20%
- Quizzes        30%
- Tests          40%

Major projects:
Major projects include the Family Tree Project and Box Project box of which will have a technology component. Students will also create Powerpoint presentations, Glogs and other Internet research based activities.

Homework procedures:
Homework will be assigned 4-5 days a week and is due at the beginning of the period on the following day. Partial credit will be given for late homework but a grade of zero will be given to those who do not turn in an assignment.
Grade: 6-8       Subject/Area: French I

Goals of the course:

- To develop comfort with listening, reading, writing and speaking French
- To form the most basic of language structures upon which all further studies will stand
- To cultivate an appreciation for the French language and the French-speaking world
- To inform students of the vast extents of Francophone culture
- To understand the various reasons for acquisition of a World Language, particularly French

Primary topics or units studied during course:

- Greetings and numbers, likes and dislikes, pastimes, sports and other activities, colors, physical descriptions and personality traits
- Family, pets, school subjects and supplies, time, days of the week, seasons and months of the year, places and weather
- The Present tense of “avoir,” “être,” “faire,” regular –er and –re verbs, irregular –ger and –cer verbs and spelling-change verbs “acheter” and “préférer”
- The Near Future and Recent Past tenses

Major text used: Bien Dit! 1A with workbooks, videos and other ancillary materials

Grading procedures:

- Participation 10%
- Homework 20%
- Quizzes 30%
- Tests 40%

Major Projects:

- Monologues, skits, and presentations.

Technology:

- Voice recording software
- Online activities
- Screencasts for grammar presentation

Homework procedures:

- Late homework is penalized 10% for each day late. Homework must be submitted within three days.
Course Goals:

The goal for the Community School of Naples Physical Education Department is to provide a positive experience in a variety of Lifetime Fitness Activities and Leisure Recreational Activities, and Health focusing on the establishment of a lifestyle that includes fitness and conditioning and wellness for a lifetime, to cooperatively work with others in a team or competition setting, and to develop qualities of leadership. Each area of health (physical, mental, emotional, and social) will be examined in depth. Students are continually encouraged to reflect upon daily choices and analyze how these important decisions can impact their overall level of health and wellness.

Primary topics of study during the course:

- Team Sports
- Individual Sport
- Rack Sports
- Health and Wellness
- Decision Making
- Eating Responsibly
- Conflict Management

Grading Procedures:

Students receive a PASS/FAIL grade. A grade of C+ or better is required for a PASS grade. **10 Points are earned each day** for dressing out, participation, demonstration of appropriate behavior, completion of health notebook, class discussions, and effort. Written tests covering chapters from the Health book, rules, strategy, and safety may be administered for some units.

Major Project:

The Presidential Fitness Test is given 2 times each semester; once during the 1st month of school as a pre-test and then again during the last month of the semester. During the Health Portion of the class the students will analyze their performances and rank themselves according to National standards, and develop class and school standards.
Goals of the course:
Methods band consists of learning the basic skills of instrument. This is done through various activities including reading, listening and technical skills on the chosen instrument. We will also look at other musicians as models to work towards. It is the role of the musician to create and help lead the listener into an exciting new world. Playing in a band is a great way to learn cooperation, confidence and leadership skills. Just getting up in front of others, let alone playing an instrument, is a difficult thing for some students to do and band gives students a safe and fun place to learn the skills vital to interaction with an audience.

Primary topics or units studied during course:
Musicianship, sight-reading and improvisation

Major text used:
Musical charts are provided in class.

Grading procedures:
This class is graded on a P/PH/F scale with the percentages below. Pass - 60-90% Pass with Honors - 90-100% Fail - 0-60%. Each quarter the activities below will be included in the grade book for calculating a student’s grade.

- Effort and Attitude: 25%
- Instruments/Access./Music: 25%
- Practice Assignments: 25%
- Class Assignments: 25%

Homework procedures:
Each student is expected to practice at home daily. A minimum of 3 days per week of home practice is required of each student.
Goals of the course:

Music should be fun! If it isn’t, the student is doing something wrong. That does not mean it is always easy. Rhythm band consists of learning the basic skills of ensemble playing. This is done through various activities including improvisation, listening and preparation for live performance. We will also look at other performances as models to work towards. It is the role of the musician to create and help lead the listener into an exciting new world. Playing in a band is a great way to learn cooperation, confidence and leadership skills. Just getting up in front of others, let alone playing an instrument, is a difficult thing for some students to do and band gives students a safe and fun place to learn the skills vital to interaction with an audience.

Primary topics or units studied during course:

Musicianship, sight-reading, improvisation and performing

Major text used:

Musical charts are provided in class.

Grading procedures:

This class is graded on a P/PH/F scale with the percentages below. Pass = 60-90% Pass with Honors = 90-100% Fail = 0-60%. Each quarter the activities below will be included in the grade book for calculating a student’s grade.

- Effort and Attitude: 10%
- Instruments/Access./Music: 15%
- Practice Assignments: 20%
- Class Assignments: 5%
- Concert Performances: 50%

Major projects:

This is a performance based class. The projects are the performances including the November All school concert, December’s concert and the Spring Palooza.

Homework procedures: Each student is expected to practice at home daily. A minimum of 3 days per week of home practice is required of each student.
Goals of the course:

String Orchestra encourages students with previous playing experience to continue studying music across various styles including classical, pop, fiddle, and jazz. The class will help students progress with their individual instrumental skills and technique, as well as continue to develop as an ensemble. Confident performances will be the culmination of class rehearsals and study.

Primary topics or units studied during course:

Students will learn various bowings, shifting positions, musical notation, vocabulary, and practice skills in the class. Activities will include using current music technology such as recording, music notation software, and Smartmusic practice software. Current performers and major orchestras will be surveyed, along with overviews of historical composers, periods, and styles. Performances will include school and community events.

Major text used:

The method book Essential Elements for Strings Book 2 will be studied during the year. Orchestral repertoire pieces will be selected for the various performances. Solo music will also be presented, encouraging each student to perform individually, as well as within the ensemble.

Grading procedures:

Graded elements will include

- Effort and Attitude: 10%
- Instruments/Access./Music: 15% (This means having them in class.)
- Practice Assignments: 20%
- Class Assignments: 5%
- Concert Performances: 50%

Major projects:

The concerts will be the major focus for the year. There will also be individual assessments during the year, using video and/or audio recording equipment to document each student’s playing level.

Homework procedures: Each student is expected to practice at home daily. A weekly assignment for home practice will be given with appropriate directions and descriptions. A minimum of 3 days per week of home practice is required of each student, and will be recorded in the grade book.
Goals of the course:
To create an outstanding chorus for CSN, build teamwork skills and foster a love of music within each participant.

Primary topics or units studied during course:
- General and advanced musicianship/theory
- Proper vocal technique
- Performance skills
- Broad spectrum of musical genres
- Working as a group

Major text used:
*Choral Connections for Treble Voices; Octavo scores for performance materials*

Grading procedures:
Grades are determined by participation, completion of assigned tasks, attendance for performances, and attitude.

Major projects:
Concert Performances, field trips/competitions

Homework procedures:
Vocal technique study and practice at home are required. Reviewing class materials at home will help us to attain the highest level possible for the group. All other work will be handled in class.
Grade: 6-8    Subject/Area: Art Elective

Goals of the course:

- Art teaches individual choice and critical thinking
- To teach students the elements of art and the principles of design so they have a vocabulary for viewing, discussing, and responding to works of art
- To create an environment of trust, excitement, and creative individual expression
- To provide a successful, rewarding experience for every student

Primary topics or units studied during course:

- Working with design and media exploration
- Creating and designing on a three dimensional form
- Drawing and design through a variety of projects

Major text used:

- Reference materials including books, magazines in the art studio and library

Grading procedures:

- Pass/fail based on effort, attitude, and the craftsmanship of assigned projects
- Pass with honors 90%-95%
- Pass 70%-90%
- Fail 59% and below

Major projects:

- A double sided banner style name tag
- Construct and design a three dimensional form
- Working with perspective and optical illusion
- Learning and using the elements of art and the principles of design

Homework procedures:

- As deemed necessary