

# NIU VALLEY MIDDLE SCHOOL

*An Authorized International Baccalaureate MYP World School*

## 6<sup>TH</sup> GRADE STUDENT REGISTRATION SY 2017-2018

Basic courses offered at Niu Valley Middle School support 6th, 7th and 8th grade students to achieve the Department of Education's six (6) GENERAL LEARNER OUTCOMES and the International Baccalaureate Middle Years Programme (IB MYP). The six General Learner Outcomes are:

- ❖ Self-Directed learner-The ability to be responsible for one's own learning.
- ❖ Community Contributor-The understanding that it is essential for human beings to work together.
- ❖ Complex Thinker-The ability to be involved in complex thinking and problem solving.
- ❖ Quality Producer-The ability to recognize and produce quality performance and quality products.
- ❖ Effective Communicator-The ability to communicate effectively.
- ❖ Effective and Ethical User of Technology-The ability to use a variety of technology effectively and ethically.

These general learner outcomes permeate all aspects of teaching and learning to help all students become effective and productive citizens.

Standards-based learning is being implemented in all public schools in the State of Hawaii. Niu Valley Middle School is no exception. Standards are statements about learning expectations for all students. There are two kinds of standards:

- ❖ **Common Core Standards** aim to create a set of common learning expectations for mathematics and for English Language Arts/Literacy in History/Social Studies, Science and Technical Subjects.
- ❖ **Content Standards** define what students should know, be able to do, and care about. They may be found in ten content area documents.
- ❖ **Performance Standards** include three elements:
  - Clear descriptions, called performance indicators, describing quality products or performances.
  - Concrete examples, such as student work.
  - Commentary on how well students must learn or demonstrate the content, that is, how good is good enough.

Every content standard and every performance standards should support the learner's progress toward the general learner outcomes. Copies of the department's content and performance standards are available in the main office.

### HOW MANY COURSES DO I TAKE?

In planning for classes next year, students will be enrolled in courses equivalent to six periods: English Language Arts, social studies, mathematics, science, physical education, the arts (performing or visual), and a world language (Mandarin or Japanese). Physical education and world language are semester courses taught over the academic year.

### BOARD OF EDUCATION (BOE) PROMOTION POLICY

Based on state of Hawaii BOE Middle Level Education Promotion Policy 4502, grade 6, 7, and 8 shall earn promotion based on the student:

1. Demonstrating satisfactory progress each year for identified grade level core content areas: language arts, mathematics, science, social studies.
2. Earning a total of 15 units and passing four core courses in each grade to be promoted to grade 9.
  - a.) Twelve of the 15 units must be earned in the core content areas
  - b.) The three remaining units may be earned in elective courses. Failure to satisfactorily complete the above will result in retention. The student must complete credit recovery to attain unfilled unit(s).

## **The International Baccalaureate (IB) Middle Years Programme (MYP)**

Niu Valley Middle School has earned the distinction of being the first and only public middle school authorized by the International Baccalaureate to offer the Middle Years Programme. The on going transformation continues to elevate the rigor and broaden the breadth of our curriculum. Listed below are the components of the International Baccalaureate Middle Years Programme.

### **IBO Mission Statement:**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing our common humanity and share guardianship of our planet, help to create a better more peaceful world.

IB Learners strive to be:

Inquirers	Open-minded	Communicators	Reflective	Risk takers
Knowledgeable	Caring	Balanced	Thinkers	Principled

The holistic MYP curriculum consists of the following eight subject areas:

<b>Language and Literature</b>	<b>Individuals and Societies</b>	<b>Mathematics</b>	<b>Sciences</b>
<b>Language Acquisition</b> Student will continue one chosen language for grades 6 <sup>th</sup> -10 <sup>th</sup> (Japanese or Mandarin)	<b>Arts</b> Performing or Visual	<b>Physical and Health Education</b>	<b>Design</b>

### HIDOE REQUIRED COURSES

### **LANGUAGE ARTS(Language and Literature)**

#### **LCY0100 English Language Arts Grade 6**

This standards-based course, integrating both the Common Core State Standards for English Language Arts and the International Baccalaureate Language and Literature objectives, is required for all students in grade 6. This course focuses upon reading, writing, and oral communication as interrelated and interactive processes that allow students to develop their ability to communicate, learn, and reflect. Students improve their written and oral language skills while learning to use communication for varied purposes and audiences. Literary and informational texts, multi-media and technology are resources used to promote literacy. Students develop a greater understanding of themselves through a study of their own cultures as well as other cultures. Additionally, students examine dependent, independent, and interdependent relationships to realize their place and role in our global society.

## **SOCIAL STUDIES(Individuals and Societies)**

### **CHW0600 Social Studies Grade 6**

Emphasis will be placed on the historical, cultural, and political perspectives of various world societies in this course. Over the year, students will engage in using the tools and methods of various social scientists to inquire and examine diversity, commonalities, dynamics, and interactions of cultures, past and present. This year-long, standards-based course incorporates HCPS (Hawaii Content and Performance Standards), Common Core Literacy Standards for Social Studies in Reading and Writing, and the International Baccalaureate objectives.

## **MATHEMATICS**

### **MMX0650 Mathematics, Grade 6**

This course is required of all students in grade 6. Both the Common Core State Standards for Mathematics and the International Baccalaureate Mathematics objectives are integrated. This course focuses on extending the use of multiplication and division in connection with fractions, ratios, and rates and introducing variables, the full system of rational numbers, and expressions and equations. Students will develop their analytical reasoning and problem solving skills while developing an understanding of statistical thinking and data distributions. Students will be introduced to real-world and mathematical problems involving area, surface area, and volume. Reflection upon their own work and the work of others will allow students to understand the significance of mathematics in connection to real-life contexts.

## **SCIENCE**

### **SIM0503 Science Grade 6**

This inquiry-based course is the study of matter and energy. Students will investigate the structure and properties of matter and how they react and change, as well as learn about forms of energy such as motion, force, gravity, electricity, light and heat. As young scientists, students will use appropriate tools, equipment, and scientific inquiring skills to safely collect, and analyze data. Students will also have the opportunity to explore the relationships between science, technology and the global society while working effectively as members of a team collaborating, acknowledging, and supporting others. Students are to meet all benchmarks in Grade 6 Science Content Standards 1-3, 6 and 7.

## **PHYSICAL EDUCATION(Physical and Health Education)**

### **PEP0005 Physical Education Grade 6**

This course is designed to provide a solid foundation for students to gain an international perspective on the development, understanding, and appreciation of physical activity and its relationship to a healthy, balanced lifestyle. Students will engage in curriculum, aligned with State and I.B. Standards, developed to strengthen physical movement forms, concepts, principals, and skills. Emphasis will be placed on understanding and applying the 'Fit for Life' principal through participation in health and a variety of physical activity units such as fitness, throwing and catching, dance, badminton and ultimate frisbee. Fundamental concepts imbedded in curriculum include: a holistic view of knowledge, intercultural awareness and the importance of communication. Upon completion of the course, students will be able to demonstrate attitudes, strategies, and skills that support informed and healthy personal choices, improve communication with others, show respect and sensitivity to different cultures, and enhance their overall wellness.

## **WORLD LANGUAGE(Language Acquisition)**

*\*Be advised to select your language carefully.*

*The International Baccalaureate expects students to be proficient in a second language by the end of Year 5 (Grade 10). Therefore, students are expected to remain in the same language for the entire five –year programme.*

### **WAE0608 Exploring New Languages – Chinese or Japanese Grade 6**

### **WAE06087 Introduction to Chinese or Japanese Grade 7**

### **WAE06088 Introduction to Chinese or Japanese Grade 8**

Students will study the target language and its culture by developing a basic repertoire of learned material needed to comprehend and respond in simple social situations of daily and recurring nature. These courses will focus on developing basic conversational, reading, and writing skills. Students will also discover and discuss about varying aspects of the culture, thereby developing cultural awareness that influences language usage. Students will be able to apply learned patterns and structures to develop basic communicative competence in the language.

### **NEI0010/15 English For Speakers of Other Languages**

This course focuses more on intensive instruction to develop basic English language skills in listening, speaking, reading, writing and expands on the areas of academic language development. The Hawaii English Language Proficiency Standards (HELPS), Common Core State Standards (CCSS) for English Language Arts-Literacy, WIDA ELP Standards are integrated in the course curriculum. Students develop English language skills through the use of multiliteracies media which include authentic reading material, multimedia, and online literacy program. Students are exposed to multicultural aspects of American culture to enhance their appreciation of the diversity found in the United States. **Prerequisite:** Non-English or Limited-English Proficiency.

## **EXPLORATORY/INTRODUCTORY ELECTIVE COURSES**

\*Select your ELECTIVE courses carefully as changes will not be allowed.\*

### **FINE ARTS(Arts)**

#### **FVB0070 Beginning Art & Design Grade 6, 7, 8**

This is a course emphasizing refinement of craft skills; analysis of craft forms and unique characteristic of sites and cultures is further explored and discussed. Focus for the year may or may not include (and not limited to) the following art discipline: Ceramic, Graphic Design, Drawing and Painting and/or Photography.

#### **FMB0100 Introduction to Band Grade 6 & 7**

This course is open to students with very little or no prior band experience. Students will learn about music via performance on a woodwind, brass, or percussion instrument while focusing on three fundamental concepts: a holistic view of knowledge, intercultural awareness, and the importance of communication. Along with introductory music theory and history, students will learn the basic techniques of tone production, embouchure formation, breath control, posture, articulation, and expression. The instructor will make the final decision regarding instrument selection. This may or may not be the student's first choice instrument. All students will be expected to purchase supplies such as mouthpieces, reeds, drumsticks, uniform, etc. Financial assistance is available if needed. Students will be expected to attend and participate in approximately four after-school rehearsals and one evening concert per semester.

#### **FMB0100P- Introduction to Percussion - Grade 6-8**

Prerequisite: None

This course is open to students with very little or no prior percussion experience. Students will learn about music via performance with the Beginning Band and Percussion Ensemble. A heavy emphasis is placed on mallet instruments such as xylophone, marimba, vibraphone, and bells. Also, snare drum, timpani and other percussion instruments are introduced. Students will learn the concepts of rhythm, texture, balance, blend, rudiments, and scales as they develop their roles as effective ensemble members. Additionally, students will study music through listening, music theory, and music history. The drum set is not part of the curriculum of this class.

#### **FMV0100 Introduction to Orchestra Grade 6 & 7**

This course is open to students with very little or no prior orchestra experience. Students will learn about music via performance on violin, viola, cello, or double bass while focusing on three fundamental concepts: a holistic view of knowledge, intercultural awareness, and the importance of communication. The instructor will make the final decision regarding instrument selection. This may or may not be the student's first choice instrument. Along with introductory music theory and history, students will learn the basic techniques of tone production, hand position, bowing techniques, posture, and expression. All students will be expected to purchase supplies such as rosin, replacement strings, uniform, etc. Financial assistance is available if needed. Students will be

expected to attend and participate in approximately four after-school rehearsals and one evening concert per semester.

### **FMP0100 Introduction to Polynesian Music Grade 6, 7, 8**

Polynesian Music classes are designed to give students an opportunity to gain an understanding and appreciation of the people, culture, art and music from the Polynesian Triangle. The course will focus on three fundamental concepts: a holistic view of knowledge, intercultural awareness, and the importance of communication. Students of all proficiency levels and experience are encouraged to enroll. Students are expected to attend and participate in all performances in the evenings and weekends. Students are required to purchase a performance uniform and a set of ukulele strings. Financial assistance is available if needed.

## **SUPPORT PROGRAMS**

**English Language Learner (ELL)** is a supplemental educational opportunity for students with various English proficiency levels. The goal of the program is to provide ELL students supports to develop and improve their four language skills - reading, writing, listening and speaking, in both social language and academic language contexts. Program supports includes ELL elective courses, after-school ELL program and a variety of services (classroom observation, planning with general education teachers and special education teachers, etc.) that address the individual needs of the ELL students.

**Prerequisite:** All eligible ELL students identified as Non, Limited or Fluent English Proficiency.

**The Learning Lab (LL)** : This program supports students who struggle academically to develop stronger BASIC skills in a smaller environment with individualized support and interventions. Students develop basic skills using PLATO, an online program, as well as direct instruction, with feedback from teacher review of skills found in student work, and other skills based assessments. Students may exit the program upon completion of SMART goals determined by students' team of teachers; objective is to complete SMART goals within one quarter. Parent consent is required as entry in program takes students out of an elective.

**Prerequisite:** Team recommendation, parent consent.

**Special Motivation Program (SMP)** : This program supports students who display motivational and organizational difficulty, with the goal of addressing individual needs of students who have the academic ability but need refinement in study skills and academic motivation. Lessons include, but are not limited to: goal setting, organizational skills, study habits, and assignment tracking. Students may exit the program upon completion of SMART goals determined by students' team of teachers; however students are placed in SMP for a minimum of one quarter. Parent consent is required as entry in program takes students out of an elective.

**Prerequisite:** Team recommendation, parent consent.

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### **REGISTRATION DIRECTIONS:**

- 1) Please read the registration manual carefully and select your course choices wisely, as changes WILL NOT be allowed. Failure to complete this registration card forfeits all rights to choose courses.
- 2) **CHECK (✓ or X) your WORLD LANGUAGE preference.** *Be advised to select your language carefully. The International Baccalaureate expects students to be proficient in a second language by the end of Level 5 (Grade 10). Therefore, students should remain in the same language for the entire five –year programme.*
- 3) Indicate your **FIRST-1** and **SECOND-2 ELECTIVE CHOICES** in order of preference. Effort will be made for placement into your 1st choice but when 1st choice is not available due to course cancellation or lack of space, effort will be made for your next elective preference.
- 4) Obtain parent signature.
- 5) Return your completed registration card to your teacher by the deadline set by your teacher.