



Welcome to 6th Grade! Middle School is an exciting time. The twenty or so faculty and staff members who will be working with the students are eager to assist you as your child continues to grow and change throughout Middle School. This Course Guide provides some general information about the classes and our expectations for our students. More detailed information may be found in the Middle School Handbook on the CSS website (www.CSS.org).

Important Numbers

Ann Runte, Receptionist/Infirmary Coordinator	(719) 475-9747
Amos White, MS Division Lead Teacher	(719) 434-3560
Eric Gaylord, Academic Dean	(719) 434-3550

Expectations

Learning the expectations of so many different teachers can be a challenge for new Middle Schoolers. Life is much easier if they practice the Four Rs.

- **R**espect yourself
- **R**espect others
- **R**espect the learning environment
- Take **R**esponsibility for your actions

Any student who keeps the Four Rs in mind will have no difficulty negotiating the Middle School world.

Absences, Late Arrivals, and Early Departures

If your child will miss school for any reason, please call Ann Runte in the Trianon before 8:00 a.m. the day of the absence. Forms for planned absences are available on the school website under Community>>Current Families>>Forms and Handbooks. These should be completed and turned in to Ann Runte at least five days in advance of the absence.

Students who arrive on campus after 8:00 a.m. need to sign in with Ann Runte in the Trianon School Office. She will give the student a note to enter class.

Students who leave campus early must be signed out from Ann Runte's office. Please send an email to Ann Runte or call her well in advance of pick-up so that she can have your child ready to go with a minimum of disruption to classes.

After School Care

For the safety of our students, the library will be open to Middle and Upper School students for Homework Heaven (at no cost) from 3:15 p.m. until 5:30 p.m. If students are not picked up by

3:30 p.m., they must report to the library and sign in with the Homework Heaven supervisor. During Homework Heaven, students are expected to work on homework or read. Computers are for school-related work only. All students must remain in the library.

Parents/guardians should sign students out prior to the library closing at 5:30 p.m. Students must be picked up by 5:30 p.m. or their accounts could be charged a fee.

Coaches have provided study halls for athletes whose practices do not start until later in the afternoon, and students who participate in sports should be picked up from the gym after practices. If students participating in sports are not picked up by 5:15 (if practice ended at 5:00 p.m.), they will be directed to Homework Heaven where they can be picked up by their parents. If your student would like to go to a game on campus to support the Kodiaks, students must get permission from their parents, be under the supervision of an adult, and communicate that to the Homework Heaven Supervisor, either by email or phone. Parents should then pick their students up from the game.

If students have Homework Hall and are not able to be picked up promptly at 4:00 p.m., they will stay in the library until their parents can sign them out of the library.

MS students with younger sibling(s) in Children's School Extended Care cannot attend CS Extended care and must still report to the Library if they remain on campus after 3:30 p.m. Parents should go to BOTH places to sign out students and their younger siblings.

If you have any questions, please contact the Homework Heaven Supervisor at (719) 475-9747 ext. 519 (Library).

CSS Grade Scale

The CSS Middle School assesses students on a semester basis. Grades and Teacher Comments are available online through the MyCSS powered by RenWeb. We use the following grade scale:

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69	F<60
A 93-97	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Homework

We ask students to check homework in their Google Classrooms (via their gmail accounts) or to call a classmate if they are absent or have any questions about an assignment. If they still have a question they may email their teacher through the directory on Renweb.

Late work not related to an absence will lose 10% of the total points earned for each day that it is late. If students have an excused absence it is their responsibility to find out what was covered in class and to complete all assigned class work and homework within the agreed upon time.

Table of Contents

Table of Contents	3
6th Grade English	4
6th Grade Pre-Algebra	5
6th Grade Science	6
6th Grade History	7
6th Grade Spanish	8
6th Grade French	9
6th Grade Physical Education	10
Band	11
Theatre	12
Visual Art	13
6th Grade Get It Together: Study and Organizational Skills	14

6th Grade English

Mrs. Hatch

Course Description

This course introduces students to a wide range of new skills as prior knowledge is expanded to help each student develop as a writer, reader and speaker. Through literature and discussions we will explore the themes of our own identity and how we fit into a changing world with different cultures. Students will read various texts beyond the surface level to predict, analyze, clarify, connect, and evaluate as they focus on understanding characterization, themes and plot. By reading and writing on a regular basis, students will improve grammar and vocabulary skills as they develop their own voice. We will begin at the sentence level and progress to multi-paragraph essays. Students will write and revise a variety of shorter original pieces ranging from personal narratives to analytical essays to creative mysteries.

Performance Objectives

1. Improve structurally weak sentences and use varied simple, compound and complex sentences.
2. Identify and accurately use the eight parts of speech, as well as subjects and predicates.
3. Expand vocabulary by recognizing and applying roots, prefixes and suffixes.
4. Increase recognition and understanding of literary terms.
5. Use punctuation correctly to support and emphasize the writer's intentions.
6. Learn how to collect and effectively use detailed information in different types of written situations.
7. Clearly develop thoughts in organized manner using transitions.
8. Use the writing process to create, organize, revise, and develop effective written work, both fiction and nonfiction; this includes providing and utilizing peer edits as well as teacher feedback.
9. Organize and effectively communicate ideas to an appropriate audience (written and spoken).
10. Demonstrate comprehension of literary works and an appreciation for good literature and writing.

Materials

- *No Summit out of Sight* by Jordan Romero ISBN 978-1-4814-3276-4 (summer reading)
- *Wonder* by R.J. Palacio ISBN 978-0375869020 (summer reading)
- *Walk Two Moons* by Sharon Creech ISBN 978-0-06-440517-1
- *America Street* (anthology) ed. Anne Mazer ISBN 0-89255-191-7 (selections)
- *A Single Shard* by Linda Sue Park ISBN: 0-440-41851-8
- *Listening for Lions* by Gloria Whelan ISBN-13: 978-0060581763
- *The Giver* by Lois Lowry ISBN 978-0-547-99566-3
- Individually selected books for independent reading (including one mystery)

Course Grading

Homework	30% of total grade
Participation	10% of total grade
Quizzes and Tests	25% of total grade
Writing and Projects	35% of total grade

6th Grade Pre-Algebra

Mrs. Lindeman

Course Description

Pre-Algebra emphasizes the concepts necessary to ensure success in Algebra. This course covers variables, expressions, integers, fractions, equations, inequalities, perimeter, area, ratio, proportion, and percent. The remainder of the Pre-Algebra concepts will be covered in 7th grade Foundations in Algebra. During this course, students will learn to take daily notes, complete and correct homework, collaborate on challenging problems, and use technology to further their understanding. Students will be introduced to Excel spreadsheets and Khan Academy. Students will also work on out-of-the-box thinking through Sudoku, logic puzzles, Pentominoes, board races, and math challenge games. These activities will build visual skills, spatial awareness, logical thinking, problem solving, strategy, and team work.

Performance Objectives

1. Show competency in arithmetic of integers, rational numbers, fractions, decimals, and percent
2. Convert among fractions, decimals, and percent
3. Reach proficiency in working with decimals and fractions
4. Use variables and equations to represent real-world phenomena
5. Solve equations for a given variable
6. Identify and use various properties to solve algebraic equations
7. Graph ordered pairs on a coordinate plane
8. Perform reflections, translations, and dilations on a coordinate plane
9. Study ratio, proportion, and percent of change
10. Compute simple interest, compound interest, mark ups, and discounts

Materials

Textbook: *Pre-Algebra, Glencoe Mathematics*

ISBN: 978-0-07-888515-0

Course Grading

Assessments	35% of total grade
Homework and Projects	45% of total grade
Class Participation and Test Corrections	10% of total grade
Semester Final	10% of total grade

6th Grade Science

Mr. Tucker

Course Description

In this year's science program students will be studying the Earth and Space sciences, which include the solar system, galaxies and stars, earth and moon formation, minerals and rocks, weather and climate, weathering and erosion, plate tectonics, continental drift, geologic time and fossils. Students will be involved in local fieldtrips, research and experimentation projects, classroom labs and group presentations. Students will also develop and refine their skills for observing, testing, and formulating a testable hypothesis, and building models to help explain the world around us. Also, on most Fridays during the semester, students will engage in Python Programming lessons in the computer labs. Students will be involved with basic programming skills leading to more creative and personally developed programs.

Performance Objectives

1. Scientific Investigation...Students will be able to form a hypothesis, research material, and design a new experiment.
2. Measurement...Students will be able to use a variety of solid, liquid, weight, length, and volume measuring devices and take the most accurate readings possible.
3. Data Collection...Students will be able to observe and record their investigations through accurate data collections.
4. Rock and mineral identification...Students will develop their skills in using keys for identification.
5. Oral Presentation Skills...Students will use a variety of techniques to present a report on a recent scientific discovery. This may include video, slides, computer displays, and public speaking.
6. Lab Procedure...Students will follow strict safety procedures for setting up, performing, and cleaning up lab activities.

Materials

Textbook: Glencoe Science Series:

<i>The Changing Surface of the Earth</i>	ISBN 978-0- 07-877824- 7
<i>Astronomy</i>	ISBN: 978-0- 07-877830- 8
<i>Earth Materials and Processes</i>	ISBN: 978-0- 07-877822- 3
<i>The Air Around You</i>	ISBN: 978-0-07-877828-5

Course Grading

Homework	30% of total grade
Tests and Projects	35% of total grade
Quizzes	15% of total grade
Labs and Field Participation	10% of total grade
In Class Participation	10% of total grade

6th Grade History

Ms. Wills

Course Description

The sixth grade World Geography curriculum is designed to provide students with a comprehensive understanding of the world, its continents, countries, cultures, and political systems. The curriculum expands upon the students' skills in map reading, research, understanding of cultural diffusion, and knowledge of world history. Emphasis is placed upon the themes of geography: place, location, region, human/environment interaction, and movement. A variety of hands-on activities and a year-long individual country project are used, which help the students master the skills necessary to succeed in future classes in history at both the Middle School and Upper School levels.

Performance Objectives

1. Identify and practice the main themes of both physical and human geography including cataloguing the characteristics of places
2. Identify and practice the social science of cultural geography by researching how culture and experience influence people's perception of places and regions
3. Understand and describe the themes of economic geography including patterns and networks of economic interdependence
4. Apply the methods of historical geography to further understand the relationship between people and places both historically, currently and into the future
5. Identify and practice the themes of environmental geography. Demonstrate how human actions modify the natural environment and affect human systems and settlements, historically, currently, and into the future
6. Identify and practice the skills of political and physical geography by locating, identifying and categorizing nations, cities, and natural landforms

Materials

Textbooks: *History Alive! Regions and People* ISBN: 978-1-58371-452-2

Course Grading

Notebook Checks	5% of total grade
Class Participation/Preparedness/Attentiveness	5% of total grade
Content knowledge, understanding and skills	20% of total grade
Map Tests	30% of total grade
Country Project	40% of total grade

6th Grade Spanish

Profe Argüello

Course Description

This course is the first level of formal Spanish language study offered in the Middle School. Students will learn the fundamentals of the Spanish language as they explore the history and culture of the Spanish-speaking parts of the world. While speaking is heavily emphasized, students will also practice their listening, reading, and writing skills in Spanish. Students will practice grammatical/structural patterns and verb conjugations through storytelling, activities, games, and music.

Performance Objectives

1. To speak, listen to, read, and write Spanish at a novice-high level or higher.
2. Read simple Spanish and infer meaning of unfamiliar words from context; demonstrate comprehension of the reading by discussing, retelling, and illustrating the story; and recognize numbers 1-1000
3. Write simple sentences, questions, and opinions as well as 50-word stories, all with minimal errors
4. Generate spontaneous speech (i.e., tell stories, ask questions, give non-memorized presentations, and respond-all in Spanish) as well as count, greet, and give simple commands and pertinent information about yourself and your surroundings
5. Comprehend as the teacher reads aloud, understand spoken Spanish from a variety of other sources and build vocabulary
6. Apply knowledge of cultures and participate in cultural activities focusing on Spanish-speaking countries
7. Understand basic grammar to increase the correct use of language
8. Recognize the 100 most commonly used words in the Spanish language and be able to use the majority of them.

Materials

Textbook: *Auténtico A* ISBN: 0-32-893440-9

Course Grading

Quizzes, Tests, and Projects	50% of total grade
Homework	25% of total grade
Class Participation	25% of total grade

6th Grade French

Ms. Abrahams

Course Description

This course is designed to introduce students to the French language and culture of French speaking countries around the world. This program will make language acquisition a natural, personalized, enjoyable, and rewarding experience. Students will begin to develop proficiency in the four basic skills of listening, speaking, reading, and writing.

Performance Objectives

1. Comprehend as the teacher reads aloud, understand spoken French from a variety of sources, build vocabulary through exposure to comprehensible input, and recognize numbers 1-1,000
2. Generate spontaneous speech in French (storytelling, asking questions, giving presentations, and participating in discussions), count, greet, give simple commands, express opinions, and provide information about yourself and your surroundings
3. Read simple French and infer meaning of unfamiliar words from the context, read and understand children's books and other level-appropriate materials, and demonstrate reading comprehension on assessments and during class discussions
4. Write simple sentences including questions and opinions and write original short stories with minimal errors affecting overall comprehensibility

Materials

Textbook and workbook: *Discovering French Nouveau level 1 Bleu: Units 1, 2*

Video: *Discovering French Nouveau level 1 Bleu: Units 1, 2*

Course Grading

Quizzes, Tests, and Projects 50% of total grade

Homework 25% of total grade

Class Participation 25% of total grade

6th Grade Physical Education

Mrs. Jacober

Course Description

Middle School Physical Education emphasizes education through movement for promoting a lifetime of activity. A primary goal is for each sixth grader to find personal meaning and enjoyment within physical activity. Increased focus is placed upon life-long activities, and skill mastery is encouraged in all units. Fitness components are an important part of class, along with mini-units of health, wellness and psychosocial elements of sports. Opportunities for leadership development and personal responsibility are available and encouraged for each student. Class content is varied and can contain activities such as cooperative challenges, initiative activities, fitness stations, and alternative sports as well as the traditional individual, dual and team sports. Various core competitive sports are offered and include choices as to the level of competition desired by the student. Students are evaluated by content and skills mastery in relationship to potential, participation and effort, character development, and assigned written work.

Performance Objectives

1. Demonstrate competency in a variety of movement forms, activities, and sports
2. Demonstrate an understanding of sport and physical education
3. Demonstrate the value of personal fitness and physical activity
4. Demonstrate cooperation and teamwork with classmates
5. Demonstrate the ability to recognize, accept, and appreciate individual differences
6. Demonstrate responsible personal and social behavior
7. Identify personal strengths in physical skills and address weak areas
8. Show concern for safety to self and others
9. Take risks and show initiative in attempting new skills/sports
10. Demonstrate the ability to be a leader and good communicator

Materials

Non-marking tennis shoes

Athletic wear that meets the school dress code

Course Grading

Participation/Effort	40% of total grade
Content/Skills	40% of total grade
Character Development	20% of total grade

Band

Mr. Moorhead

Course Description

MS Band is a year-long course of study that places emphasis on developing the student's knowledge, skill, and artistic sensitivity when performing instrumental music. The focus of study is on a wide range of music literature and styles. Students will also gain greater control of technique, articulations, rhythms, dynamics, time signatures, intonation, balance and blend, expression, develop leadership skills and learn the importance of teamwork. Students will participate in concerts given throughout the year (including CSS Winter and Spring Concerts, the school's Graduation Ceremony, and the possibility of other public performances).

Performance Objectives

1. Play an instrument, alone and with others
2. Perform a varied repertoire of music that exposes students to both the expressive and technical elements of music
3. Determine the factors that influence good intonation and techniques
4. Demonstrate an understanding of music terminology, notation and reading music
5. Play a variety of scales (scale/arpeggio, 3rds, chromatic, etc.) and warm-ups
6. Listen to, analyze and describe music
7. Evaluate the quality and effectiveness of musical performances (including their own)
8. Identify and execute the proper approach to sight-reading
9. Understand relationships between music, the other arts and core subjects, as well as music's relation to history and culture
10. Demonstrate the ability to be a leader and good communicator in this ensemble

Materials

Instrument, reeds, valve oil, drum sticks/mallets (based on the requirements for your instrument)
Music (including the Standard of Excellence Book 2 for your instrument) and a pencil
Your school email & Google Classroom will be valuable tools for success!

Course Grading

Concerts	50% of total grade
Class Participation	25% of total grade
Practice Records	25% of total grade

Concert Dates

- Winter Concert: Wednesday, December 13th, 6:00 p.m. in the Theater
- Spring Concert: Wednesday, April 18th, 6:00 p.m. in the Field House
- CSS Graduation Band Rehearsal: Wednesday, May 23rd Noon-2 p.m. in the Field House
- CSS Graduation Ceremony: Thursday, May 24th 8:30 a.m. on the Terrace of the Trianon

Theatre

Ms. Law and Mr. Ferguson

Course Description

The Middle School Theatre courses of study include Theatre Arts and Theatre at Play. These courses are built upon the belief that every student has an important part in a community where drama is created.

Each course is designed to provide the students a chance to get involved in the craft at a very personal level. During the Middle School years, the course work embraces a more informed critical approach to the study of theatre. Either through the development of a show in the Theatre at Play class or through the more broad studies in the Theatre Arts class, students learn and develop important skills through their active participation in the work of the theatre. Throughout the year, this work offers a variety of approaches with an emphasis placed on creativity, communication, collaboration, and stretching of boundaries and imaginations. Every student has the opportunity to become immersed in their own creative instincts, to build self-confidence in their personal creative abilities, and to grow as a human being.

Performance Objectives

I. Process/Production Skills

- A. Build self-confidence through personal artistic choices
- B. Work collaboratively within an ensemble to create a product
- C. Build leadership and problem solving skills
- D. Gain a deeper understanding of the rehearsal/technical process

II. Development of the Actor's toolbox

- A. Use of sensory recall, imagination, concentration and transformation
- B. Qualities of movement: authentic, purposeful and expressive
- C. Vocal projection, pitch, inflection and articulation
- D. Character study/development

III. Aesthetic Eye

- A. Deepen an appreciation for the craft of theatre
- B. Understand and use dramatic elements with thought and control
- C. Understand structure, light, sound and/or color as it transforms space
- D. Evaluate formal and informal performances

Course Grading

Class Participation	40% of total grade
Projects/Homework	35% of total grade
Final Project/Performance	20% of total grade
Performance Objectives Rubric	5% of total grade

Visual Art

Mrs. Reynolds

Mr. Wolfe

Course Description

Middle School Art is a rigorous survey of Art Technique and Art History that is tied directly to hands-on studio art production. A wide variety of mediums are explored as students make real connections to specific artists and art movements. Students develop foundations in concept, design and communication while they solidify skills in drawing, composition, color theory and 3D materials. This course prepares students to engage in a wide variety of art mediums with established skills and an ability to apply art concepts as they successfully express their own ideas.

Performance Objectives

I. Skills

- A. Drawing – learn to see form and structure
 - 1. Form without line, symbol or cartoon
 - 2. Proportion, perspective, horizon and picture plane
 - 3. Personal experience with abstract concepts
- B. Three-dimensional form
 - 1. Structural building and design principles
 - 2. Negative space, mirroring and cohesive theme
 - 3. Materials and techniques
- C. Group
 - 1. Mural, collage and collaborative production
 - 2. Sculptural object relationships (form to space)
 - 3. Content, context, meaning, personal aesthetic and the art of positive critique
- D. Personal
 - 1. Themes and concepts (voice)
 - 2. Identifying with a “Master”
 - 3. Styles – skill development combined with aesthetics

II. Content

- A. Elements of art – learn to use line, shape, color, texture, space, value
- B. Principles of art – learn to use balance, repetition, variety, emphasis, movement and unity
- C. Context – considering the audience, location and environment
- D. Evolution of Art – periods in art history, famous artists and their processes, interactions with visiting artists and exposure to current art exhibitions

Course Grading

Skills & Techniques	40% of total grade
Class Participation	40% of total grade
Critique and Feedback	20% of total grade

6th Grade Get It Together: Study and Organizational Skills

Ms. Wills

Course Description

This course is a requirement for all incoming 6th graders at The Colorado Springs School. The transition from 5th to 6th grade can be a challenging time. This course is designed to teach students how to handle all the academic challenges that often accompany the middle school years. We will cover organization, from packing a backpack to cleaning a locker. We will explore how to navigate and best utilize online resources such as Google Classroom and Google Calendar. We will discuss not only how to set goals, but how to keep them within sight and accomplish them. We will even cover easy-to-understand ways of taking notes and studying them, preparing for tests and taking them, and also strategies for creating informative and interesting presentations. These simple, yet extremely effective organizational skills, will help students achieve higher personal, academic, and extracurricular success not only now, but throughout the rest of their lives. This class will run for one term and meet on Wednesdays, in place of the study hall period.

Performance Objectives

1. Set realistic and attainable goals for the first year of middle school
2. Establish how to advocate productively and respectfully
3. Explore organizational options for lockers, backpacks, and study areas
4. Develop techniques for time management
5. Demonstrate understanding of email, Google applications, and digital portfolios.
6. Identify best group work practices
7. Learn techniques for studying and taking tests

Materials

Kruger, Susan Woodcock. *SOAR Study Skills*. Grand Blanc: Grand Lighthouse Publishing, 2009. Print.

Course Grading

Class Participation/Preparedness: 40%

Quizzes: 20%

Projects: 30%

Binder Checks: 10%