



## Table of Contents

<b>Page 1</b>	Planning Your Education - Grade 6 Online Registration Promotion Criteria
<b>Page 2</b>	School Information
<b>Page 6</b>	Course Descriptions

## Planning Your Education

Your school provides this course curriculum guide as a means of assisting students and parents in understanding and planning their course of study. Students are encouraged to carefully select related arts courses during the registration process. Your school's guidance counselors and teachers stand ready to assist them. Parents are invited and encouraged to actively participate by assisting their student.

Related arts classes are scheduled based upon student requests. However, due to schedule conflicts and changes in course offerings, the staff cannot guarantee that students will be scheduled for all courses they request. In addition, be aware that the school builds a master schedule and employs teachers based on students' requests; therefore, schedule changes will only be considered on a very limited basis.

## Online Registration

Online Registration was implemented in 2004. It allows parents and students to request related arts courses for the next school year from home via the Internet. Families who do not have access to the Internet will be given opportunities to use school computers to register online. Parents and students should understand that requesting a related arts course through online registration does not guarantee that the student is placed in the course the next school year. Final placement in a course is dependent upon enrollment, scheduling feasibility, and teacher allocation. Schools will post the courses that they will be offering the next school year in a course curriculum guide which will be located on the school's website. Parents without Internet access at home will receive a printed copy of the course curriculum guide by request. The window for students to select related arts courses online is posted by the school on the school's website and in parent newsletters. Schools will provide instructions on accessing the online registration tool.

## Promotion Criteria for Grades Six through Eight (GCS IHE / Rule 9/11/2006)

**Criterion 1:** Students in grades six through eight are expected to learn, at a minimum, curriculum standards in English language arts, mathematics, science, and social studies, and meet attendance requirements.

**Criterion 2:** The student earned a minimum average grade of 70% in English language arts, mathematics, science, and social studies (if language arts is taught as a separate subject in grades 6-8, the English language arts grade will be determined by the mean of the yearly average of reading and language arts.)

### End of Year Promotion Status

The following are summary designation and descriptors for end-of-year promotion status of students in grades six-eight.

**Promoted** – The student met all promotion criteria. The one exception is that students who fail a high school credit bearing course in middle school are promoted but must retake the course. Enrollment in these credit bearing courses will be determined by the district criteria as stated in the Master Catalog of Middle School Courses which is located in the Important Items section of the Infoweb.

**Promoted - Summer School Required** - The student failed to meet the criteria for one or two core academic areas, but successful performance in summer school for any deficient area was met.

# Riverside Middle School Registration

## Rising 6<sup>th</sup> Graders

The transition to Middle School is an exciting time when students begin to experience more opportunities and independence. Middle school is also a time when students begin to take on more responsibility for their own education. The first step toward a positive middle school experience is successfully completing student registration.

Greenville County Schools utilizes a process that allows students to register for classes on-line for the next school year. The on-line registration system provides students and parents with the opportunity to work together to request related arts classes and to review academic course recommendations made by the current teacher(s).

Academic course placement in English, Math, Science, and Social Studies classes are determined by teacher recommendations based on district set criteria for each of these classes. The elementary school teachers are responsible for completing recommendations for their students so that when the students go on-line to register, only the recommended courses are available to them. It is the parents' responsibility to review all academic course recommendations for accuracy and to assist their children in registering for these classes. If parents have any concerns with academic recommendations, it is their responsibility to contact the current teacher(s) during the registration window. Once the student registration window closes (February 17, 2012), academic placement is finalized. (Elementary registration for rising sixth graders occurs at the elementary school February 27 - March 1).

Related Arts courses are scheduled based on requests, enrollment, teacher allocation, and class size. Due to these constraints, students may not be enrolled in the courses that they request. The related arts course offerings listed in the course catalog are tentative, and could change due to decisions made about the budget at the state and district level. As students request their related arts courses on-line, they should choose the courses that interest them the most, while keeping in mind that there are NO GUARANTEES that they will be placed in these courses next school year.

Everyone at Riverside Middle School is excited for our rising 6th graders to join us for the 2012 - 2013 school year. We hope that these students are beginning to anticipate the opportunities and challenges that are in their near future and getting prepared to succeed as a middle school student. We encourage our rising 6th grade parents to begin setting goals with their children concerning their education and to nurture a love of learning within the home. Parental involvement is a major component in middle school success.

# **Riverside Middle School 2012 – 2013 Registration**

## **Rising 6th Grade**

### **Important Dates and Information**

#### **Tuesday, February 7 at 6:30 pm: Curriculum Night**

Curriculum Night offers parents an opportunity to receive information about their child's courses for the upcoming school year and to learn about the registration process.

#### **Friday, February 10th--Teacher Recommendations Completed**

#### **February 27th-March 2nd--5th Grade Student Registration**

Student registration will be completed at their elementary school.

**If parents have concerns about any of their child's recommendations, they should contact the 5th grade teacher that made the recommendation.**

NOTE: Each individual elementary school will set deadlines for required registration paperwork to be turned in by students. Please be sure that you are aware of the deadline for turning in the Registration Form.

#### **Tuesday, April 17th @ 9:00 AM: Rising 6th Grade Tour/Visitation**

Beginning at 9AM, elementary schools will come to Riverside to tour the building and attend a presentation by Riverside students and administration.

#### **Tuesday, April 17th @ 6:30 PM: Parent Orientation/Open House**

All rising 6th grade parents are invited to attend a program and open house at Riverside Middle.

#### **Academic Course Placement Policy**

Students are recommended for their academic courses by their current teachers using district mandated criteria. The Greenville County School District develops course placement criteria based on students' grades and standardized test scores using many years of research and experience. These criteria are created with student success as the highest priority. In the occasion that parents have concerns about their child's placement, it is the parents' responsibility to contact the teacher that made the recommendation and set up a conference.

# 6<sup>th</sup> Grade Academic Courses

All academic courses require a teacher recommendation, which is based on district set criteria. During on-line student registration, students must select the recommended courses to add them to their course requests. Students will be able to see all courses available, however, the courses requiring a recommendation that have not been recommended will be grayed out. Students will only be allowed to click on the recommended courses.

## **ENGLISH REQUIREMENTS – 2 Required**

- **Language Arts Requirement** – 1 Required

Language Arts Strategies

Language Arts Studies

English GT

- **Literature Requirement** – 1 Required

Literature Strategies

Literature Studies

Research Skills

- **NOTE** – The language arts English requirement is a year-long course, and the literature requirement is a semester-long course. Students must complete both the language arts and literature courses to complete the English requirements at Riverside Middle School. These two course recommendations should match. A student should have one of the following course recommendation combinations:

- Language Arts Strategies and Literature Strategies
- Language Arts Studies and Literature Studies
- English GT and Research Skills

## **MATH REQUIREMENT** – 1 Required

Math 6 Resource (Inclusion)

Math 6

Math 6/7

Math 6/7/8

## **SCIENCE REQUIREMENT** – 1 Required

Science 6

## **SOCIAL STUDIES REQUIREMENT** – 1 Required

Social Studies 6

**NOTE** – Any concerns regarding academic placement must be addressed with the current teacher after receiving your child's registration form. This process must be completed in March.

## 6<sup>th</sup> Grade Related Arts Courses

Students will have the opportunity to take a variety of related arts courses during their time at Riverside Middle. Some related arts courses are semester long and others are year long courses. For registration purposes only, we assign each of these courses a point value. Each student should request PE and 2 additional points worth of related arts courses. Students will also choose 3 points worth of related arts alternates from the courses listed below.

**NOTE: Student related arts classes are scheduled based on requests, enrollment, teacher allocation, and class size. Any related arts course a student requests or chooses as an alternate could be on their schedule as a course for next year. Please carefully consider requests and alternates because courses that were not selected will not be changed after registration is complete.**

### **PHYSICAL EDUCATION** – Required

Phys Education 6 (semester) – 1 point

### **YEAR LONG ELECTIVE COURSES**

Band 6 –2 points

Strings 6 – 2 points

ESOL (teacher recommendation required) – 2 points

- **NOTE** – Band and Strings student must provide their own instruments, and in order to participate in middle school, students must begin in 6<sup>th</sup> grade.

### **SEMESTER LONG ELECTIVE COURSES**

Art 6 – 1 point

Chorus 6 – 1 point

Computer Tech 6 – 1 point

Drama 6 – 1 point

French 6 Beginner Level – 1 point

Guitar 6 - 1 point

Music 6 – 1 point

Spanish 6 Beginner Level – 1 point

\*\*\*\*\*

Please be sure that you have requested the following: 1) PE, 2) two points of Related Arts courses, and 3) three points worth of alternate choices.

## Course Descriptions

### English

**Title:** English GT 6 **Course Number:** 10013200  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:** Identified as GTA (Gifted and Talented Academic) with a MAP RIT score >236

This course is designed to meet the needs of academically gifted and talented students who were identified through the standard measures implemented by The School District of Greenville County. The curriculum designed specifically for this course meets the guidelines set forth by the South Carolina State Department of Education as criteria for Gifted and Talented instruction. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and accelerated pace.

**Title:** Literature Strategies 6 **Course Number:** 10013300  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:**

Students should meet one or more of the following criteria: Teacher recommendation ; PASS score of Not Met in 4th grade; 5th grade MAP RIT scores of <213

This course is designed to meet the needs of students transitioning from elementary to middle school instruction in reading. Instruction will continue to reinforce foundational skills in reading and provide ample scaffolding for those students whose reading skills are still developing.

**Title:** Literature Studies 6 **Course Number:** 10013400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:**

Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Met in 4th grade; 5th grade MAP RIT scores of 213 - 236

This course is designed to meet the needs of those students whose reading skills are sufficient to allow them to read more difficult texts, analyze what they have read more deeply, and respond without difficulty to the text in writing. The students in this course do not require foundational instruction in reading strategies; however, they will continue to receive instruction in more sophisticated reading practices that prepare the student for literary analysis. Students can expect instruction to move at an accelerated pace.

**Title:** Lang Arts Strategies 6 **Course Number:** 10013600  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:**

Students should meet one or more of the following criteria: Teacher recommendation; PASS score of Not Met in 4th grade; 5th grade MAP RIT scores of <213

This course is designed to meet the needs of students transitioning from elementary to middle school instruction in language arts, writing and research. Instruction will continue to reinforce foundational skills and provide ample scaffolding for those students whose skills are still developing.

**Title:** Language Arts Studies 6 **Course Number:** 10013700  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:**

Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Met in 4th grade; 5th grade MAP RIT scores of 213 - 236

This course is designed to meet the needs of those students whose writing skills are sufficient to allow them to write fluently and cohesively. The students in this course do not require foundational instruction in writing strategies; however, they will continue to receive instruction in more sophisticated practices preparing the student for different modes of writing. Students can expect instruction to move at an accelerated pace.

**Title:** Literature 6 **Course Number:** 10014000  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:**

Students should meet two or more of the following criteria: Teacher recommendation; PASS scores of Met or Exemplary in 4th grade; 5th grade MAP RIT scores >211 in Reading

This course is designed to meet the needs of those students whose reading skills are sufficient to allow them to read more difficult texts, analyze what they have read more deeply, and respond without difficulty to the text in writing. The students in this course do not require foundational instruction in reading strategies; however, they will continue to receive instruction in more sophisticated reading practices that prepare the student for complex literary analysis. Students can expect instruction to move at an accelerated pace.

### Math

**Title:** Math 6 **Course Number:** 11100600  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 6 **Short Title:**

**Prerequisite:** Teacher recommendation

This standards-based sixth-grade course is designed to help students begin the transition from arithmetic to algebraic thinking. It includes concepts, operations, and problems solving with decimals, fractions, and percents in addition to an introduction to integers and ratios. Students will develop algebraic thinking through the investigation of patterns, the use of simple equations and inequalities to represent relationships, and the use of tables

and graphs to solve problems. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

**Title:** Math 6/7

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** Must meet district criteria including Teacher recommendation

This standards-based course is designed to help students begin the transition from arithmetic to algebraic thinking. It includes all of the grade 6 standards and half of the grade 7 standards. Topics include operations and problem-solving with decimals, fractions, integers, ratios, proportions, and percents. Students will develop algebraic thinking through the investigation of patterns, the use of one-and two-step equations and inequalities to represent relationships, and the use of tables and graphs to solve problems. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

**Course Number:** 11100700

**Duration:**

**Short Title:**

**Title:** Math 6/7/8

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** Must meet district criteria including Teacher recommendation

This standards-based course is designed to help students begin the transition from arithmetic to algebraic thinking and to prepare them to take Algebra 1 in grade 7. It includes all of the Number and Operation Standards from grades 6,7 and 8. It also includes selected standards from the 6-8 Standards of Algebra, Geometry, Measurement, Data Analysis and Probability. Topics include operations and problem-solving with decimals, fractions, integers, ratios, proportions, and percents. Students will develop algebraic thinking through the investigation of patterns and by exploring the merits and limitations of graphical, symbolic, tabular, and verbal representations of relationships. Students will use tables, graphs, one-, two-, and multi-step equations and inequalities to represent relationships and solve problems. Throughout the course there is an emphasis on the process standards of problem solving, communication, reasoning, representations, and connections.

**Course Number:** 11100800

**Duration:**

**Short Title:**

## Science

**Title:** Science 6

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** None

The focus for science in sixth grade is to provide students with inquiry based experiences that develop science concepts in the following areas: Structures, Processes and Response of Plants-structure and function of plants; Structures, Processes and Responses of Animals-structure and function of animals; Earths Atmosphere and Weather-atmospheric properties and processes; and, Conservation of Energy-properties of energy, work, and conservation of energy.

**Course Number:** 12010000

**Duration:**

**Short Title:**

## Social Studies

**Title:** Social Studies 6

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** None

Sixth grade social studies expands students' understanding of history through the study of people, places, and events to the era of European exploration and settlement. Students focus not only on facts about various cultures but also on the significance of geography in history, their everyday lives, problems, and accomplishments of people, and their roles in developing the social, economic, and political structures of major civilizations. Instruction should emphasize the elements of social studies literacy—the tools, strategies, and perspectives necessary for understanding how history, geography, economics and government are interwoven.

**Course Number:** 13010000

**Duration:**

**Short Title:**

## Arts

**Title:** Art 6

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** None

The purpose of this course is to enable students to communicate ideas and concepts through a variety of artwork, including drawing, painting, printmaking, sculpture, arts, and crafts. A study of artists and their work will help students understand the techniques, skills, and diverse intentions of artists from many cultures and times. Students will focus on developing creative problem-solving skills, visual literacy, and personal expression.

**Course Number:** 15010000

**Duration:**

**Short Title:**

**Title:** Drama 6

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** None

This course explores theater arts through the use of creative dramatics, diction, vocal expression, improvisation, dramatization, technical theatre, audience etiquette, and theatre appreciation. Performances will be an outgrowth of study.

**Course Number:** 15210000

**Duration:**

**Short Title:**

**Title:** Band 6

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** None

This course provides beginning-level instruction on brass, woodwind, and percussion instruments. No previous musical experience is required. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and band techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

**Course Number:** 15310000

**Duration:**

**Short Title:**

**Title:** Chorus 6  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 15410000  
**Duration:**  
**Short Title:**

The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle school choral literature. The curriculum for Chorus 6 includes vocal technique, part singing, music fundamentals, and singing music of various historical and world styles through large and small group participation. Concert performances will be an outgrowth of the study of the musical concepts.

**Title:** Strings 6  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 15510000  
**Duration:**  
**Short Title:**

This course provides beginning-level instruction on violin, viola, cello, and string bass. No previous musical experience is required. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and string techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Some larger instruments are available at the school, and parents should coordinate with the director for their use. Concert performances will be an outgrowth of the study of musical concepts.

**Title:** Music 6  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 15610000  
**Duration:**  
**Short Title:**

This is a course providing students with the opportunity to explore musical concepts and further their understanding of music through listening, singing, playing instruments, and engaging in creative activities.

**Title:** Guitar 6  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 15995200  
**Duration:**  
**Short Title:**

This course provides beginning-level instruction in guitar. No previous musical experience is required. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and string techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

## Foreign Language

**Title:** French 6 Beginner Level  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 16100000  
**Duration:**  
**Short Title:**

Aligned with the district's vision, philosophy, and goals for world language education, this beginner course introduces students to the second language through high-quality learning experiences. Not only do students gain an understanding of what it means to learn a new language, they also experience progress over time and are likely to be motivated to continue language study. Students learn enough language to ensure that they will not be total beginners when they take another course in the same language. The goal of this course is to develop some language competence.

**Title:** Spanish 6 Beginner Level  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 16500000  
**Duration:**  
**Short Title:**

Aligned with the district's vision, philosophy, and goals for world language education, this beginner course introduces students to the second language through high-quality learning experiences. Not only do students gain an understanding of what it means to learn a new language, they also experience progress over time and are likely to be motivated to continue language study. Students learn enough language to ensure that they will not be total beginners when they take another course in the same language. The goal of this course is to develop some language competence.

## Physical Education

**Title:** Phys Education 6  
**Unit Credit:** 0.00  
**Grade Level:** 6  
**Prerequisite:** None

**Course Number:** 14400000  
**Duration:**  
**Short Title:**

Enrollment in this course fulfills the regulation that all students will complete one quarter of physical education each year in grades 6 – 8. Course content focuses on teaching students the four SC Middle School PE Student Performance criteria as mandated by the SC Department of Education. Students will demonstrate the abilities, concepts, knowledge, and skills required to: 1) demonstrate competence in modified versions of activities in three movement forms as identified in the SCPEAP standards; 2) demonstrate knowledge of the five components of fitness and the F.I.T.T. principle on a written test; 3) participate regularly in health-enhancing physical activity outside the physical education class; 4) meet the gender and age group health-related physical fitness standard as described by the National Association for Sport and Physical Education.

## Career and Tech

**Title:** GTT6DesignModel

**Course Number:** 28410000

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 6

**Short Title:**

**Prerequisite:** Teacher Recommendation

This unit uses solid modeling (a very sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

## Miscellaneous

**Title:** Computer Tech 6

**Course Number:** 17010000

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 6

**Short Title:**

**Prerequisite:** Keyboarding skills

This course provides the student an opportunity to work with word processing, spreadsheets, and PowerPoint presentations.

**Title:** Skill Building 6

**Course Number:** 17990100

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 6

**Short Title:**

**Prerequisite:** None

This course focuses on skills that students need to make better and more efficient use of study time. Students will actively engage in learning time management skills, study techniques, organizational skills, and test-taking strategies to strengthen their performance in the classroom.

## English Speakers of Other Languages (ESOL)

**Title:** ESOL 6

**Course Number:** 17990300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 6

**Short Title:**

**Prerequisite:** Guidance Placement

This course is designed for the student who has a primary language other than English, and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom. Instruction will be provided in the areas of listening, speaking, reading, writing, and comprehension to assist students in classrooms where English is the language of instruction. Students will receive skills to aid in the transition to all academic areas, as well as help in the preparation for middle school formal tests. Limited English proficiency should be determined by an approved language assessment instrument.