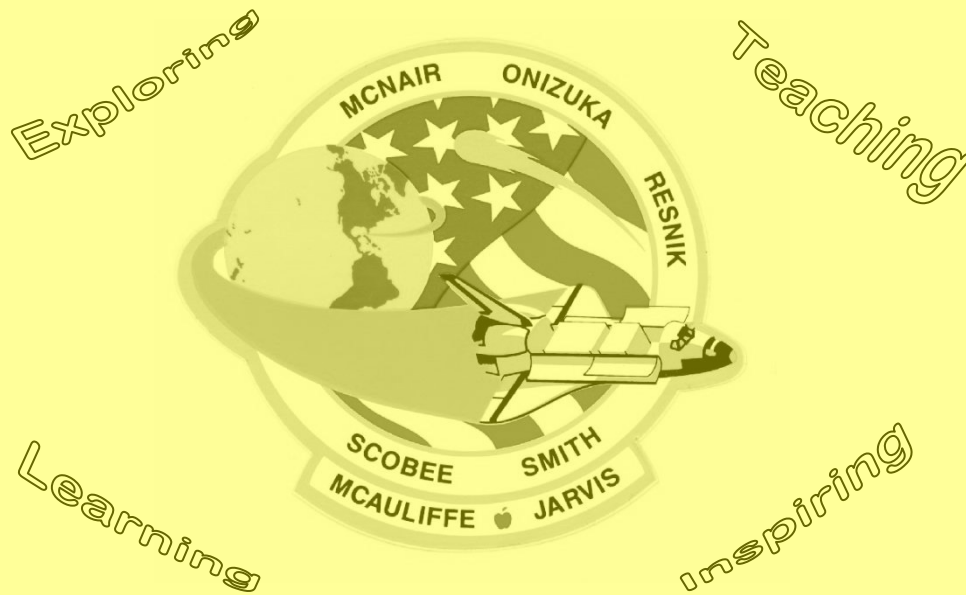


# 6<sup>th</sup> Grade Course Catalog & Program Card Instructions 2019 - 2020



The Mission's Spirit of Exploration Continues to Inspire...  
35<sup>th</sup> Anniversary of the Space Shuttle *Challenger* Accident  
January 28, 1986 – January 26, 2021

**Challenger Middle School**  
10810 Parkdale Avenue  
San Diego, CA 92126  
(858) 302-3000

[www.sandiegounified.org/challenger](http://www.sandiegounified.org/challenger)

***All courses are subject to change without notice.  
Student's first choice for elective is not guaranteed.***

#### SDUSD Non-Discrimination Statement

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## ***Our Vision***

The Challenger Middle School community educates and empowers every child to excel academically, socially, emotionally, and physically. We model integrity, persistence, critical thinking, reflection, and communication. We accept individual differences to cultivate a sense of belonging. We rise to every challenge as we prepare for high school and beyond.

## ***History***

Challenger Middle School is named in honor of the space shuttle *Challenger* and her courageous crew which included the first “Teacher in Space”, Christa McAuliffe. The space shuttle crew perished on January 28, 1986 when the shuttle exploded during lift-off. The name “Challenger” captures the energy and the inspiration associated with a commitment to success. *It dares one to go beyond one’s limits, to have high expectations, and to touch the future.*



STS 51-L Challenger Crew

## ***Bell Schedule***

Regular School Day 7:15 AM – 1:55 PM

Minimum Day 7:15 AM – 12:20 PM – only 9 per year

***First Day of School  
Monday, August 31, 2020***

## ***Backpacks and Lockers***

We do not have lockers for your books or personal belongings, so you will probably need something to carry your belongings like a backpack or rolling backpack. Gym lockers are available when you change clothes for physical education.

## ***Classes/Teachers***

You will have seven periods that includes a seventeen minute advisory class. Between each period, you will have a passing period to get to your next class. Don’t worry about finding your classes. We will have an orientation day before school starts where you will become more familiar with the campus.

## ***Counselors***

Just as your teachers are here to help you learn new information and to assist you in using that new knowledge, your counselors are here to provide you with added support. They will work with you in planning your school program and will assist you with problems if they arise during the school year. Parents may contact the counselors by emailing the counselor or calling the school.

## ***Library Media Center***

Challenger’s Library Media Center is open to all students for a variety of activities including borrowing books for reading and research. It will open for student use after textbook distribution is complete.

## ***Lunch***

You will get a new PIN on the first day of school. Challenger has two lunches. You will find out which lunch you will have when you receive your schedule. When you have eaten your lunch, you may sit with your friends, play basketball, or go to the library.

## ***PowerSchool Accounts***

Each student will use the same account they used in elementary. Parents who need new accounts will be sent information about the second week of school. Please sign in regularly to check grades and attendance.

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## Course Catalog

The purpose of this catalog is to provide students and parents with information needed to develop an appropriate educational plan. Please review this information and make course selections carefully since it may not be possible to change your schedule in the fall. The counselors will make every effort to place students in the courses selected on the program card, however, appropriate placement in core classes, balancing class size, and course eligibility will also be determining factors.

*All courses are subject to change without notice.*

Challenger Middle School is organized under a middle school configuration. Content and performance standards will be planned, aligned, and implemented within courses and content areas. All students are required to take the classes listed at the right for the school year.

### **Advisory**

Advisory class is a seventeen minute class where students can participate in school spirit activities, and the school can take care of school business, watching Challenger Television (CTV) to learn about school news, upcoming events, and CATS awards.

### **Science – One Semester**

The sixth grade science curriculum will be following the NGSS (Next Generation Science Standards) which consists of Earth, Life and Physical science. Engineering design and practice will be a part of the curriculum with an emphasis of inquiry- and project-based instruction. Students will complete several engineering projects (STEM) in which they will explore, apply, and expand upon their knowledge of the concepts learned in class. There will be an emphasis placed on student science notebooks, which require students to: make observations, collect data, organize information, compare findings, communicate thinking and relate data in these areas.

**Mathematics** - Placement in mathematics courses are dependent on data such as the math placement test administered at the elementary school in the spring, grades, and the annual state test scores.

### **Common Core**

The course content is aligned with the new Common Core Content Standards for grade 6 with emphasis on ratios and proportional relationships, number system, expressions and equations, geometry, and statistics and probability. The course will also include the Math Practice Standards to further the students understanding of mathematics.

### **Accelerated**

Students who are enrolled in this course will be able to complete the three years of middle school math (Math 6, Math 7, and Math 8) in only two years. Therefore, it is a rigorous and fast-paced curriculum that covers the full year of Math 6 as outlined above and the first half of Math 7.

Math 7: Instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **Grade 6**

Advisory

Science (one semester)

Mathematics

Physical Education

### **You Help Select**

English (two hours)

Social Studies

(one semester)

Elective

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## **Physical Education**

*An Essential Discipline:* Physical Education is an integral part of the educational program for all students. It teaches students how their bodies move, how to perform a variety of physical activities, the health-related benefits of regular physical activity, and a healthy lifestyle. It also provides learning experiences that meet the developmental needs of students. With physical education, students become confident, independent, self-controlled, and resilient. They develop positive social skills, learn to set and strive for personal achievement goals, assume leadership, cooperate with others, accept responsibility for their own behavior, and improve their academic performance. In middle school, the specific content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.



### **Physical Education – General Information**

#### **We would like to welcome you and your child to Challenger!**

Our goal is to enhance the quality and productivity of each student's life through participation in our physical education program.

#### **Students will:**

- *Develop social skills to work cooperatively with others.*
- *Learn the physical skills to perform a variety of activities.*
- *Be physically fit and participate regularly in physical activity.*
- *Establish a foundation and develop an awareness of the importance of physical well-being.*

For the success and safety of your child, students are required to change into a physical education uniform to participate in daily class activities. Uniforms may be purchased at school or a store of your choice. The Challenger Physical Education uniform consists of a gray T-shirt, navy shorts, socks, and lace up athletic shoes.

We also encourage students have a "sub set" or "back-up" set of PE clothing, comparable to the PE uniform. This set consists of a gray t-shirt and navy blue shorts, or sweats. There should be no logos, hoods, zippers, pockets, or buttons. This set is used in the event the PE uniform is misplaced or forgotten.

If you choose to purchase the clothing and/or lock at Challenger, the first opportunity to purchase PE clothing will be about a week before the new student orientation that takes place before school starts. Students may also purchase the clothing during the first week of school and throughout the school year if needed.

Students will be assigned a basket in the locker section to store uniforms and towels. Students are encouraged to bring combination lock for their belongings. All students are encouraged to shower after activities. Private showers are available for those with special needs. We are looking forward to working as a team with you and your student.

## **Everyone is a Winner in this Game Plan!**

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## ***Placement Guide: Common Core or Advanced***

At Challenger Middle School, we have two levels of classes in English and history (social sciences): Common Core and Advanced. Common Core classes provide a rigorous curriculum that meet the needs of the majority of students. Students who are very interested in or excel in one or more of these subjects, are encouraged to select Advanced. Both levels will prepare students for an opportunity to participate in Honors/AP at the high school.

Parents have often asked which placement is best for their student. This guide is meant to help direct you to make the best choice to support your student. Middle school represents foundational skill building and appropriate placement is essential.

Please take the time to review the following descriptions with your student to make an informed decision about placement. As a reminder, Common Core and Advanced classes are not whole programs - it is likely your child will consider an Advanced class the appropriate placement for one subject, but not another subject. Rarely are students passionate about all subject areas. Your student's counselor is available to help guide your decision-making around Common Core and Advanced classes. In addition, your student's current teacher is a resource to help guide your thinking. Changes to placement after the school year begins is dependent on space and might not be possible.

### **Common Core**

- Reads outside of school with the prompting of a parent
- Does writing assignments when assigned in class
- May take notes on a consistent basis in the classroom
- Has emerging organizational skills
- Talks casually about literature/history/science outside of the classroom
- Appreciates a moderate pace that allows for review
- Enjoys teacher-facilitated discussion in the classroom
- Is directed learners who find joy in exploring inside of the classroom

### **Advanced**

- Reads for enjoyment often outside of school.
- Writes in their free time as a form of recreation
- Understands how to take notes and follow directions without prompting
- Has well developed organizational skills.
- Talks analytically about literature/history/science outside of the classroom
- Appreciates an accelerated pace and workload in and outside of the classroom
- Enjoys leading discussions within the classroom
- Is a self-directed learner who finds joy in exploring more outside of the classroom

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### ***Common Core English***

This two-hour course, required of all students in Grade 6, consists of the interrelated study of literature, listening and speaking, research, and writing. Reading comprehension, writing, vocabulary, spelling and grammar are taught within the course of study. Students will be asked to think critically about a variety of literature, argumentative, and expository texts. Each of the components in our program is aligned with the Common Core State Standards.

### ***Advanced English***

Advanced English in the 6th grade guides students to engage in a critical study of their identity as readers and writers and how their literacy based experiences have shaped them as a community. They will also read widely to learn how to critique society and to use writing as a tool for entering the world of reflection, storytelling, argument, poetry, and the essay. Additionally, students will study the etymology of English as it appears in today's words and the ways that authors develop a command of grammar to better articulate their meaning and to reach their intended audience. The ultimate goal being to challenge and encourage each student to develop a passion for learning.

The Common Core State Standards for ELA in CA are used in planning as well as the Social Justice Standards from Teaching Tolerance and The CA Department of Education's Technology Standards. Students who choose to take the advanced course should be prepared to be challenged by reading widely and thoroughly as well as contributing critical thinking through writing.

### ***Common Core Social Studies – One Semester***

World History and Geography: Ancient Civilizations – Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Although teachers should keep the focus on ancient events and problems, this course gives students the opportunity to grapple with geography, environmental issues, political systems and power structures, and civic engagement with fundamental ideas about citizenship, freedom, morality, and law, which also exist in the modern world. Students practice history as an interpretative discipline. They read written primary sources and secondary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims based on that evidence in writing and speaking.

### ***Advanced Social Studies – One Semester***

This is a rigorous course that has students explore in-depth case studies of different ancient societies to identify patterns that span the scope of time and region. Students will work with abstract and complex themes. Discussions will center around sites of encounters, diffusion of ideas, and changes and continuities still observed in today's world. Students will articulate their learning in a range of diverse and innovative assignments assuming different mediums. This course studies ancient times to classical antiquity. Instruction for advanced learners will have greater depth and complexity. Opportunities to engage with appropriately challenging text and content, problem-solving, conduct research, use technology creatively, and write regularly on topics that interest them can be especially valuable for advanced learners. Strategic thinking and extended learning allow students to engage more deeply with content and may lead to global citizenship.

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## ***Elective Courses***

### ***(ASB) Associated Student Body/Student Government***

(Application with teacher recommendation is required. On the program card, make this class your #1 choice if you really would like to take this course.) ASB is the leadership class for our school, and it is an elective class. Students are expected to lead a variety of activities to improve the school climate. In order to become a member of the ASB cabinet, students must complete an application with teacher recommendation. Selected students must maintain high academic and citizenship grades. ASB provides opportunities for students to learn leadership skills by providing opportunities for all students on campus to become involved in the activities throughout the school year.

### ***Chorus***

Chorus teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

### ***Exploratory Wheel***

The Exploratory Wheel is designed to give sixth grade students the opportunity to sample a variety of course contents and experiences. Students will spend a few weeks on one topic then rotate on the Exploratory Wheel to the next subject. This year's Exploratory Wheel might contain courses on Flight and Space, Media Arts, Mindfulness, and Human Impact. Courses in the Exploratory Wheel will be determined after the Master Schedule and staffing have been completed.

### ***Instrumental Music Program***

Music is for every student! Challenger Middle School is a strong supporter of music in the schools. Courses in **Orchestra (string instruments)** and **Band (wind/brass instruments)** are offered contingent primarily upon student enrollment, and secondarily upon ability level, as determined by the Director. Challenger will include as many students as have signed up for music classes, but as with other electives, students may not receive their first choice.

Students who wish to begin instruction, or whose experience in music may be limited, will likely be placed in Beginning-level classes. Students with prior experience in music at the Elementary level, or who last year completed a Beginning-level class at the Middle School level, will likely be placed in Intermediate-level classes. Students with extensive prior experience in music, including completion of an Intermediate-level class at the Middle School level, will likely be placed in Advanced-level classes.

Emphasis of instruction is placed on developing expression through body and instrument (where applicable), producing a superior tone on the instrument or voice, developing aural skills such as intonation and balance within the ensemble, reading and performing music notation, acquiring confidence in sight-reading, and, if applicable, learning new skills with other instruments of the string orchestra or concert band. Each ensemble will participate in at least four school concerts throughout the year, and Advanced-level ensembles may participate in Performance Trips as well.

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Advanced ensembles will also prepare for frequent performances of the most challenging musical repertoire at the middle school level. Selected wind, brass, and percussion students may be called upon to supplement the string orchestra, creating a full orchestra experience for all involved. Advanced musicians are also eligible to participate in the after-school Jazz Band.

### ***Yearbook***

(Application with teacher recommendation is required. On the program card, make this class your #1 choice if you really would like to take this course.) This class plans, produces and handles all of the projects necessary for the school yearbook. Students will take pictures and edit pictures using Photoshop on the computer. Students will design layouts, produce copy, and proofread the pages of the yearbook using an online website.

## ***Educational Support Programs***

### **English Language Development**

All identified English Learners (ELs) are required to be enrolled in a period of designated English Language Development (dELD) and also receive integrated English Language Development (iELD) within all content areas in addition to access to the core curriculum. The ELD course sequence (which includes Academic Language Development {ALD}) is designed to attend to the particular English development language needs to promote high levels of English language proficiency in the domains of listening, speaking, reading, and writing; and to foster the development of both academic language and social communication. ELD instruction supports students as they progress through the levels of language proficiency: Emerging, Expanding, and Bridging.

**Special Education Program (IEP Required)** - Challenger Middle School's special education staff consists of Education Specialists, Resource Specialists, Paraeducators, a School Psychologist, a Speech and Language Pathologist, and itinerant staff, which includes an Adaptive Physical Education teacher, an Occupational Therapist, and a Deaf and Hard-of-Hearing teacher. Special education personnel provide Specialized Academic Instruction (SAI) both inside and outside the general education environment to students with Individual Education Programs (IEPs). In addition, the special education team provides consultation for students without IEPs who are struggling academically or behaviorally in order to assist the general education staff with classroom interventions.

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