

Vista Magnet Middle School - Sixth Grade Syllabi IBMYP - 2010-2011

Sixth Grade Syllabus

Overall Curriculum

At Vista Magnet Middle School, students study eight subjects over the course of the year: math, science, language arts (English), social studies (humanities/history), art, Physical Education and Spanish, according to their learning plans. The instructors are a professional learning community of life-long learners who will be exploring the subjects along with the students. This syllabus will explain each course and the curriculum resources. First, you will find school-wide policies such as one attendance policy, one grading policy, and one list of supplies and materials. Then, you will find an overview of each course. The entire staff of VMMS is here to support each student in the success of his or her learning plan.

International Baccalaureate Middle Years Programme

Vista Magnet Middle School is in the last phase of candidacy for the IBMYP, an international program which focuses on international citizenship, the importance of learning how to learn, and critical student-centered inquiry. Within the IBMYP curriculum, there are 8 subject groups: Language A (English); Humanities; Technology; Mathematics; Arts; Science; Physical Education and Language B (Spanish). Dovetailing with these curricular areas are 5 Areas of Interaction which provide central, interdisciplinary themes: Approaches to Learning; Community and Service; Health and Social Education; Environment and Human Ingenuity. For more information on the IBMYP, please go to ibo.org.

VMMS Class Expectations

Students are expected to come to class prepared and ready to learn. Each student is an important part of a community, and we require that everyone treat others with respect and help create a positive learning environment. Below is a list of guidelines and expectations for class.

VMMS Attendance Policy

Attendance is of vital importance to all classes. Class experiences cannot be recreated or made up, so all students must make the effort to be in class every day.

VMMS Late Assignments (6th and 7th ONLY)

In order to facilitate student responsibility and work habits, students must turn in projects on time. On the date a project is due, if there are extenuating circumstances, students must complete a Request for Extension form that is signed by both parent/guardian of record and the student. Late assignments will not be graded without a completed Request for Extension form, and must be submitted by the extension deadline. This is at the discretion of the teacher/department/village.

****8th Graders will not be allowed to turn in projects late.**

Making Up Work When Absent

If students must miss class, they are responsible for making up any missed assignments. It is the students' responsibility to find out what assignments they missed by talking to a classmate or checking the classroom planner. Students are also

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responsible for borrowing any missed class notes from a classmate and copying them into their notebooks. If they know they are going to be absent, it will be in their best interest to ask for the assignments ahead of time, so that they do not fall behind.

Homework

Homework is an integral part of the learning process. In accordance with the VUSD Homework Policy, the central purpose of homework for each class is to help the students solidify and learn the concepts being taught in the classroom. Students will be taught time-management skills to help organize homework completion.

Ethics

Most students have a strong sense of integrity; however, sometimes the pressure and desire to earn good grades may induce students to take the easy way out and copy an assignment. This will NOT be tolerated. Students who are caught copying (or who are caught in the appearance of copying) will receive an automatic zero and a parent/administrator conference will be required. Plagiarizing another student's paper, a section of a book, a website, or anything else is unacceptable and will result in these same severe consequences. VMMS would like to see our students be principled (in accordance with our implementation of the IBMYP learner profile) and take responsibility for their own actions.

Moodle

This year we are transitioning from Blackboard to Moodle, an internet-based website system (Modular Object-oriented Dynamic Learning Environment). Parents and students will be able to access Moodle to view syllabi, calendars, homework assignments, and interactive activities. In their science classes, students will receive training in "netiquette" in order to use forums, threaded discussions, surveys, etc. in a productive manner consistent with our cyber-ethics policy. To access Moodle, go to <http://moodle.vusd.k12.ca.us>.

Additional Support/ Interventions

It is important that we work as a team since our goal is for all students to learn and be successful. If you have any concerns, please contact teachers immediately, so we can work together to offer additional support and ensure your student's success.

Vista Magnet Middle School Supply List

- 1.5 inch 3 ring notebook/binder to organize 8 subjects plus the student planner, which is provided by the school
- Notebook filler paper
- Dividers (package of 8)
- Pencils/pens/highlighters
- 8 composition books with lined paper for: math, science, language arts, social studies, Spanish, art, PE, and academic reading book
- 1GB flash drive to use for all classes
- Sunscreen, bottle of water, deodorant for P.E.

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Vista Magnet Middle School 2010/11 Quarterly Grading Periods

	Type	ABI Opens	ABI Closes	Grades Mailed
1 st Quarter	Progress Reports	September 22	September 29	October 1
Grading Period				
Aug 23 – Oct 22	Report Cards	October 20	October 27	October 29
	Type	ABI Opens	ABI Closes	Grades Mailed
2 nd Quarter	Progress Reports	December 1	December 8	December 10
Grading Period				
Oct 25 – Jan 14	Report Cards	January 12	January 19	January 21
	Type	ABI Opens	ABI Closes	Grades Mailed
3 rd Quarter	Progress Reports	February 16	February 24	February 25
Grading Period				
Jan 18 – Mar 23	Report Cards	March 16	March 23	March 25
	Type	ABI Opens	ABI Closes	Grades Mailed
4 th Quarter	Progress Reports	May 4	May 11	May 13
Grading Period				
Mar 24 – June 8	Report Cards	May 19 (8 th) May 27 (6 & 7)	May 27 (8 th) June 7 (6 & 7)	June 9

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Grading Policy/Grade Level Proficiency

A variety of strategies and activities will be used to help each student learn to his/her fullest potential. Teachers will use formative assessment such as class work, quizzes, discussions, and homework to help direct the teaching and learning of grade level standards. Students will earn "A,B,C,D,F" report card grades based on summative assessments such as projects, activities, labs, benchmarks, tests, essays, and performances that measure application and mastery of standards.

VMMS students will be assessed in three areas:

1. Grade - Level Standards: Students will be provided with rubrics that explain proficiency when they are given summative assessment directions.

Over the grading period, students who:

- **exceed** the **proficient** level will receive a rubric score of 4, or an "A"
- **meet** standards at a **proficient** level will receive a 3, or a "B"
- meet standards at a **basic** level will receive a 2, or a "C"
- are **approaching** a basic level will receive a 1, or a "D"
- **do not** meet the standard will receive a 0, or an "F"

2. **Citizenship (See RUBRIC)** reflects attitude and behavior such as respect, cooperation and helpfulness.

3. **Work habits (See RUBRIC)** reflect study skills such as turning work in on time, completing homework, coming to school prepared with materials, working hard and being organized.

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Sixth Grade Language A

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Mrs. Haynes

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(760) 726-5766 ext. 6127

Course Description

Welcome to a new year of exploration and growth. Together, we have an exciting year integrating language arts, literature, and social studies. We will become social scientists, writers, and fluent readers as we investigate social studies and language arts.

Through literature, we will uncover a variety of writing styles and genres. We will have the OPPORTUNITY to explore novels, poetry, short stories, and pieces of non-fiction, including informational text. We have an ambitious year because according to the California standards, sixth grade students are required to read 1,000,000 words during the school year. By the end of the year, we will also be able to recognize a variety of literary devices that are used by authors. Through language arts we will become experts in listening, speaking, and writing. We will have the OPPORTUNITY to make presentations to the class, work cooperatively with other students, and write several essays throughout the school year. We have a year packed full of projects, reading, writing, and discussion. We are looking for classroom discussions, with individuals that express themselves in their written work, and show their knowledge through a variety of assessments, including projects. We look forward to the knowledge the future holds.

Essential Language Arts 6 will address the following California State Standards:

- R2.0 improving reading comprehension
- R1.0 developing vocabulary
- R3.0 enhancing literary analysis of historical and culturally significant literature
examining how lessons learned from literature and history can apply to students' lives
- W1.0 writing narratives, literary responses, research reports, persuasive essays, and business and technical documents which follow the conventions of standard written English (standards); and
- W2.0
- ELC 1.0
- LS1.0 delivering proper narrative, persuasive, research, and literary oral presentations.
- LS2

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MYP Fundamental Concepts

Students will be engaged in holistic learning in Language A. For example, students will participate in problem solving activities through inquiry using international examples in authentic situations to evaluate similarities and differences through a global perspective. In addition, students will understand that knowledge is interrelated by participating in interdisciplinary units. Students will engage in open communication through reading, writing, viewing, listening and speaking to promote international understanding in more than one language to promote international understanding. In this way, students will develop an intercultural awareness as we explore other cultures through the lens of the IB Learner profile.

IB Learner Profile

As an International Baccalaureate school, we are committed to the principles of the IB Learner profile. Students not only learn these traits, but embody the traits through their learning and interaction with each other. The IB Learner profile traits include:

- Knowledgeable
- Principled
- Inquirer
- Reflective
- Risk-taker
- Balanced
- Thinker
- Communicator
- Caring
- Open-Minded

Aims and Objectives

Through the lens of the International Baccalaureate Program, the language curriculum focuses on these aims and objectives:

Aims

Students will:

- Use language for thought, creativity and reflection
- Develop skills such as listening, speaking, reading and writing
- Analyze literary and non-literary works by developing creative approaches
- Develop a life-long interest in reading
- Engage in literature from a variety of cultures and historical periods
- Explore and analyze aspects of personal, host and other cultures through literary and non-literary works
- Apply Language A skills and knowledge in a variety of real life contexts
- Engage with information and communication technology in order to explore knowledge

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Objectives

Knowledge and Understanding:

- Content
- Organization
- Style and Language Usage

Areas of Interaction

Through a variety of reading, writing, viewing, listening and speaking activities, students will understand the International Baccalaureate Areas of Interaction:

- Human Ingenuity
- Health and Social Education
- Approaches to Learning
- Environments
- Community and Service

Methodology

Through project-based learning using the IB Design Cycle, SIOP (Sheltered Instruction Observation Protocol), interdisciplinary units and inquiry, students will develop communications skills in reading, writing, viewing, listening, and speaking in Language A.

Assessment and Grading Policy

Students are assessed through a variety of authentic methods with the use of a rubric based on the IB Criterion: content, organization and style and language usage in Language A. The purpose of the assessment in Language A is to provide feedback in the learning process, improve the teaching process, promote positive student attitudes toward student learning, support inquiry set in real world contexts using the Areas of Interaction and to promote the development of higher order cognitive skills through final objectives. Additionally, students consistently reflect on their learning and international-mindedness. This supports our holistic approach for student development. Formative/observation, summative/selected response and ongoing, progress monitoring assessments will be used to evaluate composition notebooks (process journals), projects/presentations (open-ended tasks), essays (portfolio), presentations/performances and reading selections (selected response assessments).

Textbooks/Curriculum:

- In Ancient History, lessons are from *TCI/History Alive!* series.
- Each textbook series offers website support and resources.
- TCI/History Alive! <http://www.teachtci.com>
- In Language Arts, lessons are from the *Holt* adoption.

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Sixth Grade Humanities

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Course Overview

Welcome to a new year of exploration and growth. Together, we have an exciting year of Humanities/Social Studies. We will become social scientists, writers, and fluent readers as we investigate Humanities/ Social Studies. We'll work together to uncover the mysteries of ancient civilizations in Egypt, India, China, Greece and Rome. As we implement the IBMYP (International Baccalaureate Middle Years Programme) guidelines, we'll focus on five "areas of interaction" on our quest of historic discovery. We'll look at the environment, how human kind creates, community and service, approaches to learning and health and education to explore ideas of the past and how they connect to our lives today and in the future. Likewise, the focus of this class is to discover how we are all related as we focus on intercultural awareness throughout time. We'll be working closely as social scientists in this course, but we'll also relate ideas in language arts. We will make connections between the history curriculum and the literature we will read through the year.

Humanities 6 will address the following California State Standards:

- 6.1.1 Describe how early man used fire and tools to survive in hunter-gather societies.
- 6.2.1 Locate major river systems on a map of the world
- 6.2.2 Describe how a civilization could live in that environment.
- 6.2.2 Explain how new agricultural techniques and tools helped farmers grow a surplus of food and how cities became the center of culture and power.
- 6.2.3 Explain how religion influenced daily life in ancient Mesopotamia.
- 6.2.3 Explain how religion influenced daily life in ancient Egypt.

MYP Fundamental Concepts

We'll work together to uncover the mysteries of ancient civilizations in Egypt, India, China, Greece and Rome. As we implement the IBMYP (International Baccalaureate Middle Years Programme) guidelines, we'll focus on five "areas of interaction" on our quest of historic discovery. We'll look at the environment, how human kind creates, community and service, approaches to learning and health and social education to explore ideas of the past and how they connect to our

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lives today and in the future. Likewise, the focus of this class is to discover how we are all related as we focus on intercultural awareness throughout time

IB Learner Profile

As an International Baccalaureate school, we are committed to the principles of the IB Learner profile. Students not only learn these traits, but embody the traits through their learning and interaction with each other. The IB Learner profile traits include:

- Knowledgeable
- Principled
- Inquirer
- Reflective
- Risk-taker
- Balanced
- Thinker
- Communicator
- Caring
- Open-Minded

Aims and Objectives

Through the lens of the international Baccalaureate Program, the Humanities curriculum focuses on these aims and objectives:

Aims

Students will develop:

- An inquiring mind
- A sense of time and place
- A respect and understanding for other peoples' perspectives, values and attitudes
- Awareness and understanding of people, cultures and events in a variety of places and at different times
- An understanding of the interactions and interdependence of individuals, societies and their environments
- An understanding of the causes and consequences of change through physical and human actions and processes
- An understanding of contemporary humanities issues
- A sense of internationalism and a desire to be proactive as a responsible global citizen
- An awareness of the connections of other subjects
- A lifelong interest and enjoyment in the humanities

Objectives

Knowledge and Understanding:

- Knowledge

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- Skills
- Content
- Organization and Presentation

Areas of Interaction

Through a variety of reading, writing, viewing, listening and speaking activities, students will understand the International Baccalaureate Areas of Interaction:

- Human Ingenuity
- Health and Social Education
- Approaches to Learning
- Environments
- Community and Service

Methodology

Through project-based learning using the IB Design Cycle, SIOP (Sheltered Instruction Observation Protocol), interdisciplinary units and inquiry, students will develop communications skills in reading, writing, viewing, listening, and speaking in Language A.

Assessment and Grading Policy

Students are assessed through a variety of authentic methods with the use of a rubric based on the IB Criterion: content, organization and style and language usage in Language A. The purpose of the assessment in Language A is to provide feedback in the learning process, improve the teaching process, promote positive student attitudes toward student learning, support inquiry set in real world contexts using the Areas of Interaction and to promote the development of higher order cognitive skills through final objectives. Additionally, students consistently reflect on their learning and international-mindedness. This supports our holistic approach for student development. Formative/observation, summative/selected response and ongoing, progress monitoring assessments will be used to evaluate composition notebooks (process journals), projects/presentations (open-ended tasks), essays (portfolio), presentations/performances and reading selections (selected response assessments).

Textbooks/Curriculum

- In ancient history, lessons are from *TCI/History Alive!* series.
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Sixth Grade Math

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Course Description

Students in this math course will cover 6th grade standards in preparation for their future in pre-algebra. The course will emphasize the development and understanding of the real number system, algebraic thinking, problem solving skills, and the effective use of mathematical language. Students will strengthen these skills through the use of cooperative learning, manipulatives, authentic applications, and reinforcement of basic skills. The goal of this course is for students to become independent, reflective learners who are able to investigate the role of mathematics in the real world, and can effectively communicate how they apply problem solving skills in unfamiliar situations. Math 6 will address the following California State Standards:

NS 1.0	Algebraic reasoning
NS 2.3	Integers
NS 1.1	Number theory and fractions
NS 1.0	Operations with rational numbers
NS 1.3	Proportional relationships
NS 1.4	Percents
S, DA, P 1.0	Collecting-displaying-and analyzing data
S, DA, P 1.0	Probability
M and G 1.0	Geometric figures
MR 3.0	Multi-step equations and inequalities

Course Description for Advanced Math

Students in this math course will cover both 6th and 7th grade standards in preparation for their future in algebra. The course will emphasize the development and understanding of the real number system, algebraic thinking, problem solving skills, and the effective use of mathematical language. Students will strengthen these skills through the use of cooperative learning, manipulatives, authentic application, and reinforcing basic skills in the math lab. In addition to the 6th grade standards listed in the above course description, students in this class will study multi-step equations, signed fractions, the Pythagorean Theorem, and graphing equations. As our site implements the IB Middle Years Program, students will experience the following IB objectives: knowledge and understanding, investigating patterns, communication in

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mathematics, and reflection in mathematics. Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop problem-solving skills. Investigating patterns allows students to experience discovery through inquiry and critical thinking. Communication in mathematics encourages students to communicate using mathematical language appropriately as they communicate their ideas, reasoning, and findings in both written and oral format. IBMYP also encourages students to reflect upon their findings and problem solving processes to help them gain insight about their knowledge, their learning, and the use of this information to become more effective learners. The overlying goal of this course is to provide a solid foundation in basic arithmetic skills, help students investigate the role of mathematics in the real world, facilitate the process of becoming independent, reflective learners, and help them develop the ability to effectively communicate mathematical ideas and concepts.

MYP Fundamental Concepts

To support students in the process of acquiring such mathematical knowledge and skills, emphasis will be placed on the following elements:

Holistic learning: As students deepen their understanding of mathematics, they will be required to use these skills to problem solve and address personal choices or decisions in authentic applications/scenarios. By interconnecting our state standards with our interdisciplinary units, our students will grow and/or develop their critical thinking skills as well as their appreciation of math, which will help them grow mathematically and develop into well rounded and life-long learners.

International-mindedness: Students will understand that math is a language that crosses cultural and language barriers. As such, students should be able to understand and appreciate the contributions from various cultures throughout history, and how they have influenced our way of thinking as well as the way we approach and/or use math. Also, students should be able to recognize and appreciate different approaches or methods used in problem solving.

Communication: MYP places emphases on math literacy and effective communication. To help students develop these traits, they will be encouraged to use the correct mathematical language, symbols, and notations as they express their thought, ideas, reasoning, and findings in both written and oral format.

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IB Learner Profile

Throughout our study of mathematics, students will develop the skills that support the IB Learner profile. Students will use projects, group activities, community service, real world/authentic application problems, as well as current events to work towards becoming: open-minded, inquirer, principled, caring, balanced, reflective, thinker, risk-taker, communicator, and knowledgeable members of our society.

Aims & Objectives

Through the lens of the international Baccalaureate Program, the Algebra 1 curriculum focuses on three aims and objectives:

Aims

Students will develop:

- Recognition that mathematics permeates the world around us
- Appreciation the usefulness, power and beauty of mathematics
- Enjoyment that mathematics and develop patience and persistence when solving problems
- Understanding and be able to use the language, symbols and notation of mathematics
- Mathematical curiosity and use inductive and deductive reasoning when solving problems
- Confidence in using mathematics to analyze and solve problems both in school and in real-life situations
- Knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- A critical appreciation of the use of information and communication technology in mathematics
- Appreciation the international dimension of mathematics and its multicultural and historical perspectives.

Objectives

Knowledge and Understanding:

- Of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)
- Of the use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations including those in real-life contexts
- In selecting and applying general rules correctly to solve problems including those in real-life contexts.

Investigating Patterns:

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- Of selecting and apply appropriate inquiry and mathematical problem-solving techniques
- In recognizing patterns
- In patterns as relationships or general rules
- In drawing conclusions consistent with findings
- In justifying or prove mathematical relationships and general rules.

Communication in Mathematics:

- The use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- The use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)
- Of the move between different forms of representation.

Reflection in Mathematics:

- How to Explain whether their results make sense in the context of the problem
- How to Explain the importance of their findings
- How to justify the degree of accuracy of their results where appropriate
- On Suggesting improvements to the method when necessary.

Areas of Interaction

The following Areas of Interaction provide students an opportunity to engage in mathematical inquiry and problem-solving in a natural and meaningful way.

- Approaches to Learning
- Community and Service
- Health and Social Education
- Environments
- Human Ingenuity

Methodology

Students are encouraged to be active participants in order to acquire and master the necessary mathematical skills needed to succeed in this course. Through the use of various techniques including direct instruction, guided practice, composition notebook, group activities, projects, interdisciplinary units, SIOP strategies, as well as weekly formative or summative assessments, and current events students will have a variety of opportunities for learning. IBMYP also encourages students to reflect upon their findings and problem solving processes to help them gain insight about their knowledge, their learning, and the use of this information to become more effective learners and contributing members of our society.

Assessment and Grading Policy

A variety of strategies and activities will be used to help each student learn to their fullest potential. Teachers will use formative assessment such as warm-ups, class work, SuccessMaker, small group interventions, discussions, homework,

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and quizzes to help direct the teaching and learning of grade level standards. Students will earn "A,B,C,D,F" report card grades based on summative assessments such as tests, benchmarks, and projects that measure application and mastery of standards.

Textbooks/Curriculum for Math 6

We will be using these three resources throughout the year as well as **Holt on line** to provide students with a variety of resources and avenues through which they can access and master 6th grade essential standards. To be able to access Holt on line from home, go to <http://my.hrw.com>. Each student has received a username and a password. Please take advantage of the features Holt on line offers including the videos, the interactive quizzes, additional practices, etc.

- *Holt Mathematics – Course 1*
- Homework Assignment Workbook
- Intervention Workbook
- <http://my.hrw.com>

Textbooks/Curriculum for Advanced Math

- *Holt Mathematics – Course 2*
- Homework Assignment Workbook
- Intervention Workbook
- <http://my.hwr.com>

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Sixth Grade Earth Science

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Course Description

Welcome to 6th grade Earth Science! We are about to begin a voyage of understanding, discovering and experiencing the world around you. We will all be earth scientists on this voyage. As a scientist, you will become more involved with, and appreciative of the world around you. As your teachers and fellow earth scientists, we will be here to help you along this journey, but keep in mind that the success of the voyage ultimately depends on you.

Earth scientists use a variety of tools to understand the world around them. Therefore, during our voyage we will be exploring and experiencing science in multiple ways. From technology to field research and real-world applications, we will be learning science by being scientists.

A way to be successful in Earth Science is to aim for the A's. ASK questions. Science begins with curiosity, inquiry, and wonder. Increase your AWARENESS of the world around you, its wonders and its problems. Be a part of designing solutions to problems we will address. Take ACTION in making a difference. ACHIEVE ACADEMIC excellence through ATTITUDE and ACTION.

Our one GOLDEN RULE is RESPECT: Respect yourself, others, school property and you will help create a positive learning environment in our classroom.

Scientists work in teams to solve problems. Students will have the opportunity to benefit from sharing ideas with many people. Therefore, it is critical that we cooperate and treat each other with respect at all times. As scientists we have the unique opportunity and privilege of participating in hands-on laboratory experiments. These laboratory investigations are to be accurately and carefully performed. Listen to and follow all directions at all times. Read your lab procedures carefully. Always conduct laboratory work with the SAFETY of yourself and others in mind.

Earth Science 6 will address the following California State Standards:

- 1.0 How plate tectonics affect the earth
- 2.0 The factors that determine the topography of the earth,
- 3.0 How heat flows and how energy can be carried from one place to another

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- 4.0 The major energy sources of the earth
- 5.0 How energy is transferred in ecosystems
- 6.0 The purposes of energy and material resources, and how to classify renewable and nonrenewable resources.
- 7.0 Investigation: how to ask meaningful questions, design, conduct and analyze experiments.

MYP Fundamental Concepts

A guiding force of 6th Grade Earth Science is the implementation of the International Baccalaureate Middle Years Programme (IBMYP). The IBMYP science courses focus on helping students become critical thinkers who are scientifically knowledgeable and are able to make informed decisions about themselves and the world around them. IBMYP objectives are organized into six major categories; One World (interdependence between science and society), Communication in Science (communication of scientific understanding using appropriate formats), Knowledge and Understanding of Science (application of key science concepts to problem solve), Scientific Inquiry, (asking meaningful questions, designing, conducting and evaluating investigations), Processing Data (analysis, interpretation and presentation of investigational results), Attitudes in Science (development of respect and responsibilities for themselves and society).

IB Learner Profile

The Learner profiles includes 10 character traits that are incorporated into lessons and projects that students must complete for all subjects. There are 3 Learner Profiles that are paramount in science.

Inquirers: Through open-ended lab experiences, students will acquire the necessary skills to ask original questions and design experiments to test them.

Communicators: Through small group projects students will see the benefit of collaborating with others and looking at the material through the perspectives of others.

Knowledge: Students will explore scientific concepts and ideas that have environmental and global significance.

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Aims and Objectives

Through the lens of the international Baccalaureate Program, the science curriculum focuses on these aims and objectives:

Aims

Students will:

- Develop inquiring minds and curiosity about science and the natural world.
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts.
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions.
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways scientific and other contexts.
- Think analytically; critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts.
- Appreciate the benefits and limitations of science and its application in technological developments.
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

Objectives

Knowledge and Understanding:

- One World: Enable students to understand the interdependence between science and society.
- Communication in Science: Enable students to develop their communication skills in Science.
- Knowledge and Understanding of Science: Enable students to understand the main ideas and concepts of science and apply them to solve problems in familiar and
- Scientific Inquiry: Enable students to develop scientific inquiry skills to design and carry out scientific investigations.
- Processing Data: Enable students to record, organize and process data.
- Attitudes in Science: Encourage attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society.

Areas of Interaction

All science activities are focused through the Areas of Interaction that include:

- Approaches to Learning
- Community and Service
- Human Ingenuity

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- Environment
- Health and Social Education

For example, lab work involves approaches to learning and science is centered on the theme of human ingenuity.

Methodology

The methodology used in this class includes inquiry-based laboratory experiments, group work, and activities, grade level readings related to subject matter, interactive technology experiences and demonstrations, vocabulary building, individual reflection on concepts learned, research projects and papers, and homework assignments connecting concepts to everyday life. Also, used in class are SLOP strategies and cross curricular projects.

Assessment and Grading Policy

Students earn scores according to established rubrics for each of the above methods. Students will complete a variety of formative and summative assessments including quizzes, tests, projects, homework, labs, daily work, presentations and work characteristics (behavior, respect, cooperation, following direction, participation, and the ability to do work independently). Students will be provided IBMYP assessment criteria and rubrics. Student performance will be communicated to parents through various ways including direct communication, progress reports, student led conferences, report cards, etc.

Grades are based on points awarded per assignment and activity. Points are then translated into the A through D grading system. IB assignments are scored according to the OBJECTIVES stated above. Each objective has a specific rubric, which assists the students and the teachers in completing and scoring each assignment.

Textbooks/Curriculum/Laboratory Work

- *CPO Science*
- Laboratory work

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Sixth through Eighth Grade Spanish (Language B)

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Course Description

This semester long MYP Language B class is designed to develop literacy in Spanish and “encourage students to gain competence in a modern language other than their mother tongue, with the long term-goal of balanced bilingualism. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas.” The study of Language B instills in the student a respect and appreciation for other languages and cultures, and provides the foundation for further language learning. During each class, students will have the opportunity to listen, speak, read and write in Spanish in order to develop fluency and become bi-literate.

Spanish B will address the following standards from the American Council On The Teaching Of Foreign Language. (ACTFL):

COMMUNICATION: Communicate in Languages Other Than English

CULTURE: Gain Knowledge and Understanding of Other Cultures

CONNECTIONS: Connect with Other Disciplines and Acquire Information

COMPARISONS: Develop Insight into the Nature of Language and Culture

IBMYP Fundamental Concepts

Throughout the course, an emphasis will be placed on communication skills as we explore the linguistic, cultural and social components of Spanish. The MYP encourages students to learn at least two languages and to recognize multi-lingualism as fundamental to learning. Our Spanish class is designed to create and support International-mindedness by exploring the cultures of other Spanish-speaking countries.

IB Learner Profile

- Inquirers: Students in Language B class research topics and report on their findings.
- Knowledgeable: Students in Language B become more aware of global social issues when reading and researching information.
- Thinkers: Students in Language B think about their findings and analyze information to make informed decisions.

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- Communicators: Students in Language B communicate daily through conversation and writing. They also willingly collaborate with classmates.
- Principled: Students in Language B learn how to be respectful for the dignity of other students when they practice the language.
- Open-minded: Students in Language B learn to hear about values and traditions of other countries with an open mind.
- Caring: Students in Language B learn to act empathetically towards the needs of others by listening to oral presentations.
- Risk-taker: Students in Language B take risks by participating in classroom activities such as games and songs.
- Balance: Students in Language B learn to manage their time efficiently.
- Reflective: Students in Language B learn to reflect by answering guiding questions.

Aims and Objectives

Through the lens of the international Baccalaureate Program, the Spanish curriculum focuses on three aims and objectives:

Aims

Students will develop:

- Use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure.
- Understanding the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- An appreciation of a variety of literacy and non-literacy texts
- Offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- An awareness and understanding of the perspective of people from other cultures
- Promote involvement with different communities, where relevant
- Provide access to varied sources of information
- Foster curiosity, a lifelong interest and enjoyment in language learning

Objectives

Knowledge and Understanding:

- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- Identify main ideas and supporting details and draw conclusions from spoken and written texts
- Understand and appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts

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- Engage actively in oral production using comprehensible pronunciation and intonation
- Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues

Areas of Interaction

Through a variety of reading, writing, viewing, listening and speaking activities, students will understand the International Baccalaureate Areas of Interaction:

- Human Ingenuity
- Health and Social Education
- Approaches to Learning
- Environments
- Community and Service

Methodology

Through project-based learning using the IB Design Cycle, SLOP (Sheltered Instruction Observation Protocol), interdisciplinary units and inquiry, students will develop communication skills in reading, writing, listening and speaking in Language B.

Assessment and Grading Policy

Students are assessed through a variety of formative and summative assessments with the use of a rubric based on the IB Language B foundation Criterion: oral communication, writing, and reading comprehension. The assessments in Language B are based on a variety of activities including projects, exhibitions, oral presentations, written papers and essays. Students will experience various levels of support with peer-conferencing, teacher-conferencing, editing, and correcting. This assessment process will promote positive student attitudes toward student learning, support inquiry set in real world contexts using the Areas of Interaction and to promote the development of higher order cognitive skills through final objectives. Additionally, students consistently reflect on their learning and international-mindedness. This supports our holistic approach for student development.

Textbooks/Curriculum

The curriculum will be presented using the following textbooks: *¿Como te va?* (6th grade) and *¡En Español Uno!* (7th and 8th grade) *Mi Mundo* (Spanish for Spanish Speakers) as well as various workbooks, audio CDs, and other materials selected from a variety of other sources.

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Sixth – Eighth Grade Studio Art

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Course Description

Art 6, 7, 8 is a hands-on studio art class. The arts are a universal form of human expression as well as a unique way of knowing that engage students in affective, imaginative and productive activities. To be a student artist, one must be curious, and by developing curiosity about themselves, others and the world around them, students become effective learners, inquirers and creative problem solvers. Study will focus on the following seven elements of art: line, shape, space, form, texture, value and color and the following principles of design: balance, unity, contrast, rhythm, emphasis, movement and pattern.

Studio Art will address the following California State Standards:

- 1.0 Artistic Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

MYP Fundamental Concepts

The MYP fundamental concepts of holistic learning, international -mindedness and communication are central to the art course. Students explore the role of the creative process as a conduit for deeper understanding and appreciation of other disciplines. For instance, they bring their knowledge of sketching to their work in the biology lab, and their understanding of the importance of the drafting/revision cycle to the writing process. They learn that the arts are, above all, a language in and of themselves, which connect individuals across cultural and linguistic boundaries.

IB Learner Profile

The IB learner qualities that encompass the student artist at VMMS are Reflective, Balanced, Open-Minded, Caring, Principled, Knowledgeable, Risk-Takers, Communicators, Inquirers and Thinkers. Whether through observation, experimentation, reflection on existing artwork, practice and development of artistic techniques or through the simple need to express an idea, IB artists are encouraged in all aspects of studio art here at Vista Magnet Middle School.

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Aims and Objectives

Through the lens of the international Baccalaureate Program, the Studio Art curriculum focuses on these aims and objectives:

Aims

Students will develop:

- Understanding how the arts play a role in developing and expressing personal and cultural identities
- An appreciate how the arts innovate and communicate across time and culture
- An informed and reflective practitioners of the arts
- Experience through the process of making art in a variety of situations
- Exploration of expression and communicate ideas
- Becoming more effective learners, inquirers and thinkers
- Self-confidence and self-awareness through art experiences
- Appreciation of lifelong learning in and enjoyment of the arts

Objectives

Knowledge and Understanding:

- Of art forms in relation to their cultural and historical contexts
- Of art forms studied and the language , concepts and processes involved
- Make informed opinions about art forms and students' own artwork
- Of Applying of student's skills to the creation of various artworks pf various forms
- In Engaging in investigation and experimentation of the artistic process
- Critical reflection about artistic choices and evaluation of artistic processes (critique process) and consideration of feedback from peers
- Development of attitudes and interpersonal skills which will allow student to develop curiosity and to take risks within the creative process.

Areas of Interaction

The following Areas of Interaction for Studio Art provide students an opportunity to develop artistically:

Approaches to Learning
Community and Service
Human Ingenuity
Health and Social Education
Environment

Methodology

Students will explore a variety of mediums including drawing, painting and 3D design. Magnet students will take one semester of art, three consecutive years, producing an artist's portfolio that reflects evidence of CA State Content Standards in Art and MYP program requirements. Students will also use

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technology throughout the semester as a research source, study aide and creative tool. Studio Art 6-7-8 uses project-based learning methodologies.

Assessment and Grading Policy

The IB believes that assessment is integral to all teaching learning and should support the principles of the MYP through the encouragement of best practice.

Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Promote positive student attitudes toward learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts using the areas of interaction
- Promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills
- Reflect the international-mindedness of the program by allowing for assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student.

Grading Rubric for Studio Art 6-7-8

4	<p>The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a well-developed critical understanding of the art form studied, in context of his or her own work.</p>
3	<p>The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts</p> <p>The student is able to demonstrate good knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work.</p>

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2	<p>The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate satisfactory critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.</p>
1	<p>The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a limited critical understanding of the art form studied, in the context of his or her own work.</p>

Textbooks/ Curriculum

- *Experiencing Art*, Davis Publishing
- Various Web Based Resources

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Sixth – Eighth Grade 8 Physical Education

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Course Description

Welcome to Vista Magnet Middle School Physical Education. Throughout the course of this year students will not only be participating in and learning about various activities, but you will also learn about the physical, mental, and social importance of a healthy lifestyle. We will provide each student with the opportunities to learn aspects of other subject matters through P.E. Allow students to consider new differing and contrasting ideas of their own and to use them in the learning process. Students will be able to develop their abilities to communicate their knowledge, skills, and reflections in a variety of situations. Students ultimately will be able to give thoughtful consideration to their own learning experiences.

MYP Fundamental Concepts

The concepts of holistic learning, intercultural awareness and communication are woven throughout the Physical Education course. For instance, the PE activity of geo-caching connects to the science and math curriculum and uses a global geography theme.

IB Learner Profile

It is the intention of our P.E. program to develop internationally minded students who value the following characteristics: inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced and reflective.

Aims and Objectives

Through the lens of the international Baccalaureate Program, the PE curriculum focuses on these aims and objectives:

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Aims

Students will develop:

- An appreciation and understanding of the value of Physical Education and its relationship to a healthy, balanced lifestyle. (California State Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance).
- The motivation to participate fully in all aspects of Physical Education (California State Standard 3- Students assess and maintain a level of physical fitness to improve health and performance.)
- The skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting. (California State Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities).
- The ability to reflect critically on all aspects of Physical Education, including being a critical performer. (California State Standard 5- Students demonstrate and utilize knowledge psychological and sociological concepts, principals and strategies that to the learning and performance of physical activity).
- A lifelong interest in lifelong and enjoyment of physical activities as a participant.

Objectives

Knowledge and Understanding:

- Use Physical Education terminology in context
- Learn concepts, strategies and techniques related to Physical Education
- Explore fitness principles
- Explore and compose movement
- Learn skills, techniques and strategies for active participation
- Communicate effectively
- Develop attitudes that enhance relationships
- Develop responsibility for the learning process.

Areas of Interaction

The Physical Education course will revolve around the five areas of interaction, but pay particular attention to Health and Social Education and Human Ingenuity.

Methodology

The Physical Education class will be based on active participation in the learning process as it relates to developing the skills and attitudes forming the aims and objectives of MYP Physical Education.

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Assessment and Grading Policy

- A. Grading is standards based on projects, quizzes and skill tests.
- B. Grades are all on 4- point rubric scale.
 - 4= A
 - 3= B
 - 2= C
 - 1= D

Textbooks/ Curriculum

- Academic reading selections on a weekly basis.

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Special Education Study Skills

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Course Description

Students in study skills class will learn essential tools for academic success. In addition to development of organizational skills and study practices, this class will support students in their general education classes. Students will work in groups and individually on reading, vocabulary and math skills. Computer assistance will be given for students' writing assignments and projects. Students will also work on their individual IEP goals.

Aims and Objectives

Students will develop:

- Understanding to organize materials and their time wisely and how to prioritize homework and projects with other activities.
- How to communicate their knowledge in class, follow instructions, ask questions and appropriately express their opinions.
- An awareness of their own learning style, their strengths and weaknesses and how they learn best.
- How to use rubrics to evaluate their work; and to use journal and portfolio reflections to evaluate their learning and progress towards their goals.
- Test taking strategies.