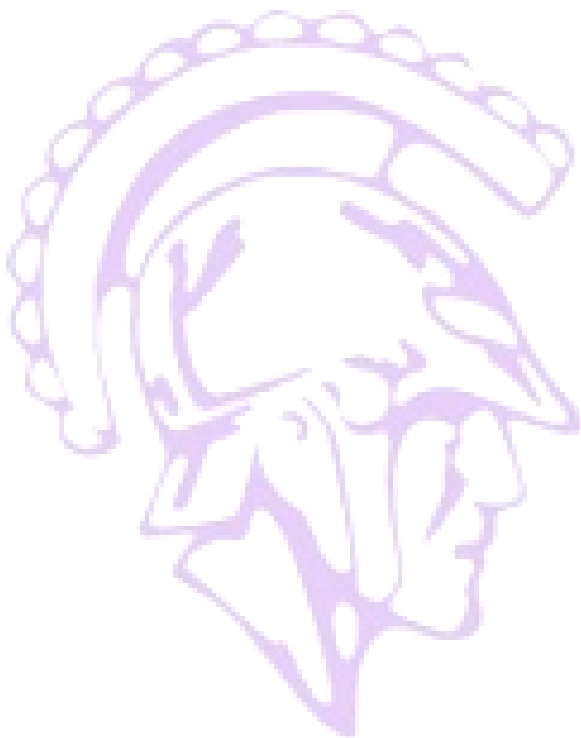


**2024-2025**

**Lakeview Middle School  
5/6 Academy**

**Course Description Guide**



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# Lakeview Middle School

## 5/6 Academy

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#### Introduction

This booklet provides information about the curriculum available to students at Lakeview Middle School 5<sup>th</sup> and 6<sup>th</sup> Grade Academy. These course descriptions describe the curriculum as planned at the time of this booklet's publication. This could be subject to change after the publication date.

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## Lakeview 5/6 Academy Course Overview

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5 <sup>th</sup> Grade	
Core Classes	Encore Classes
<i>Daily</i>	<i>(Trimester / Year-Long)</i>
Language Arts	Music Exploration
Math	Physical Education
Science	Project Lead the Way (PLTW)
Social Studies	WIN – “What I Need” time / Physical Education <i>(Every Other Day Rotation)</i>

6 <sup>th</sup> Grade	
Core Classes	Encore Classes
<i>Daily</i>	<i>(Trimester / Year-Long)</i>
Language Arts	Art
Math	Physical Education
Science	Project Lead the Way (PLTW)
Social Studies	<b>Choose 1 (Year-Long):</b> > Band > Orchestra > Choir > Fitness and Athletic Education
	<b>**WIN – “What I Need” time may take the place of an encore class if the student requires intervention support</b>

### WIN – “What I Need” time

What I Need (WIN) time provides supplemental supports to every student in 5<sup>th</sup> and 6<sup>th</sup> grades based on their individual needs. These supports could include any of the following: accommodation services, counseling, small group instruction, academic re-teaching or intervention support, or enrichment opportunities for students already achieving above grade level.

# Course Description Guide

2024-2025

Below is a description of courses offered to LMS 5<sup>th</sup> and 6<sup>th</sup> grade students. When selecting courses, please read this section carefully. Each year, counselors and teachers work with students planning their schedules for the following year. The final selection of courses, however, rests with the student and their parents. *Requests made prior to the beginning of school year will be set for the entire year. Lakeview 5/6 Academy will be unable to change classes during the school year.*

Courses are listed by department, which are arranged alphabetically.

## Art Department

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### Art 6

*Trimesters: 1*

Students explore the creation of artwork throughout history and create in several historical styles. Students use different media and techniques to build skills in art.

## English Language Arts

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### Language Arts 5

The fifth Grade English Language Arts (ELA) curriculum uses the Michigan Association of Intermediate School Administrators (MAISA) approved curriculum aligned with the Michigan State approved Core Curriculum.

The fifth grade units cycle students through narrative, persuasive and informational reading and writing. Narrative units include personal narrative, mystery, science fiction and historical fiction. Informational units are tied in with our Social Studies curriculum which covers American History through the Revolutionary War. The persuasive unit includes writing an essay, persuasive techniques, and adding counterarguments and data.

Students learn in a workshop approach to reading and writing. Instruction is whole group, small group and individual. Students read and write each day. Readers have choice in their reading within the framework of our current unit. Processed writing is created in Google Classroom which allows for teacher feedback and access from home.

## **Language Arts 6**

The Sixth Grade English Language Arts (ELA) curriculum follows the Michigan Association of Intermediate School Administrators (MAISA) approved curriculum aligned with the Michigan State approved Core Curriculum. This curriculum can be accessed online at the following link:

[http://gomaisapublic.rubiconatlas.org/Atlas/Search/View/Default?BackLink=Atlas\\_Search\\_View\\_Default&SearchCurriculum=1&FilterGrades%5B%5D=9&FilterSubjects%5B%5D=40&Page=1](http://gomaisapublic.rubiconatlas.org/Atlas/Search/View/Default?BackLink=Atlas_Search_View_Default&SearchCurriculum=1&FilterGrades%5B%5D=9&FilterSubjects%5B%5D=40&Page=1)

The sixth grade ELA curriculum focuses on continuing to hone students' skills in narrative, argumentative (persuasive), and informational text features. Teachers interact with students on an individual basis via Google Classroom, permitting individualized instruction to occur within the framework of the general education classroom. Units of study include Memoir, Argumentative (Persuasive) Text, Narrative Fiction, Literary Essay, Informational Text, and Poetry. Students are taught using a Writing Workshop and Reading Workshop approach where instruction is geared to meet individuals' needs.

## **Read180**

*Trimesters: 1-3*

*Students will be placed in this course based on need as determined by NWEA, MSTEP, the Read180 Screener Assessment, and/or teacher collected data.* Students who are placed in the Read180 course will receive additional support in areas of their foundational reading skills and analysis using whole group instruction, targeted small group instruction, and a personalized learning progression using instructional technology. This course replaces an elective and is in addition to Language Arts 5 or 6.

## **Mathematics Department**

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### **Math 5**

The fifth grade Bridges math curriculum is designed to engage students in making sense of mathematical ideas. It's intended to provide substantive work in important areas of mathematics - rational numbers, geometry, measurement, data, and early algebra while providing connections among them.

### **Math 6**

Illustrative Mathematics (iM)<sup>™</sup> is fully aligned to the focus, rigor, and coherence of the standards. The scope and sequence of units, activities, and representations are designed to help students develop a deep understanding of mathematical concepts, build fluency with procedures, and solve mathematical problems that reflect their lived experiences.

### **Individual Accelerated Math Placement Plan**

#### *Rationale*

The National Council of Mathematics (NCTM) stands behind the argument that “when considering opportunities for acceleration in mathematics, care must be taken to ensure that opportunities are available to every prepared student and that no critical concepts are rushed or skipped, that students have multiple opportunities to investigate topics of interest in-depth, and that students continue to take mathematics courses while still in high school and beyond.”

The data and process detailed below will be utilized to ensure that students are appropriately identified for an individual accelerated math learning plan.

#### *Placement Plan*

Placement will be based on the following:

- Winter and Spring MAP scores (minimum 90th percentile)
- Current M-STEP math scores of 4
- Comprehensive 5th Grade Common Core Assessment (analyzed for an understanding of key common core standards - minimum score of 129 out of 172 possible points (75%) - *Incoming 5th graders only*)

This data will be compiled and the 5/6 administrative team will reach out to the families of all students who meet the data requirements letting them know their child has qualified for an Individual Placement Plan. Parents will be allowed to withdraw their students from the placement if they choose to do so.

#### **Math180**

***Trimesters: 1-3***

*Students will be placed in this course based on need as determined by NWEA, MSTEP, the MATH180 Screener Assessment, and teacher collected data.* Students who are placed in the MATH180 course will receive additional support in areas of their foundational math understanding using whole group instruction, targeted small group instruction, and a personalized learning progression using instructional technology. This course replaces an elective and is in addition to Math 5 or Math 6.

## **Music Department**

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### **Music Exploration**

#### **Music Exploration 5**

***Trimesters: 1***

The 5th grade Music Exploration class will allow students to dive deeper the musical world by playing through several units that include ukelele, African drums, Pop singing, and electronic music. Students will learn the fundamentals in music such as melody, harmony, rhythm, song writing, and performance. Students will also be introduced to the 3 ensembles they have the option to join in 6th grade, Choir, Band, and Orchestra.

## **Band**

*Band class is designed to teach students to play an instrument in an ensemble. Students who play successfully in band for three years (or equivalent) are eligible to continue band in high school.*

### **Band 6**

#### ***Year-Long***

Students learn the basics of playing a wind instrument, including playing position, tone, technique, rhythm, notes, and articulation. No previous experience is required. Students are expected to attend up to four performances during the school year.

## **Choir**

*Choir class is designed to teach students how to sing in an ensemble. They will also learn music theory concepts that will eventually allow them to read a vocal score on their own. They will also learn proper vocal and performance techniques.*

### **Choir 6**

#### ***Year-Long***

Students will learn the basics of singing including but not limited to respiration, vowel formation, resonance, posture. They will also learn how to read vocal scores using the solfege system, using do, re, mi, fa, and sol in a stepwise motion and rhythms of quarter, half, whole notes and rests. Performance repertoire will be sung in unison to 2-part. Students are expected to attend 4 evening choir concerts.

## **String Orchestra**

*String Orchestra Class is designed to teach students to play a stringed instrument in an ensemble setting. Students who play successfully in Orchestra for three years (or the equivalent) are eligible to continue String Orchestra in High School.*

### **Orchestra 6**

#### ***Year-Long***

Students will learn the basics of playing a stringed instrument, including proper playing posture, sound production, finger patterns, bow technique and articulation. No previous experience is required. Students are expected to attend up to four performances during the school year.



## Physical Education Department

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### Fitness and Athletic Education 6

#### *Year-Long*

Students will participate in physical activities that promote fitness to include swimming, health, teamwork, sportsmanship and basic knowledge around sports activities that are offered in the Lakeview School District in grades 7-12. This offering will lay the groundwork for supporting our student athletes.

### Physical Education 5, 6

*5<sup>th</sup> Grade: 1 Trimester AND Year-Long alternating with WIN time*

*6<sup>th</sup> Grade: 1 Trimester*

The philosophy of Physical Education is to develop a good attitude toward and appreciate the benefits of exercise. We strive to develop the students' knowledge of the rules and apply the rules to each activity and sport. We strive to develop a healthy lifestyle of fitness and promote wellness for life. The skills with each unit are progressive by grade level. Physical education units taught at Lakeview Middle School are: Soccer, Tennis, Ultimate Frisbee, Team Handball, Scoop Lacrosse, Basketball, Volleyball, and Floor Hockey. In addition to the units being taught, there is an emphasis on cardiorespiratory endurance and lifelong wellness.

## Science Department

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*The Lakeview 5<sup>th</sup> and 6<sup>th</sup> Academy science program is an integrated, inquiry-based program designed to engage middle school students in the process of science. Students learn how to use scientific instruments and how to solve problems by using scientific reasoning and attitudes. They explore the nature and content of science by observing, questioning, inferring, predicting, investigating, researching, and communicating.*

*In addition to the above described focus on the nature of scientific process, science classes in Grades 5 and 6 will also study the following science content topics laid out by the Michigan Grade Level Content Expectations:*

### Science 5

- Structures and Properties of Matter
- Earth and Space Systems
- Matter and Energy in the Ecosystem

### Science 6

- Energetic Connections
- Planet Rock
- Earth: Yesterday, Today, & Tomorrow
- Ecosystems

## Social Studies Department

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### **Social Studies 5**

The fifth grade social studies follows the Michigan Association of Intermediate School Administrators (MAISA) approved curriculum. We study American History from the earliest Native settlements to the creation of the Constitution. Our units cover Native Americans, European explorers, early settlements, colonization, the Revolutionary War and the creation of the American Government.

Students study primary and secondary sources to learn history through multiple perspectives.

### **Social Studies 6**

The sixth grade social studies curriculum is a world geography course. It follows the Michigan Association of Intermediate School Administrators (MAISA) approved curriculum aligned with the Michigan State approved Core Curriculum. This curriculum can be accessed online following the link:

[http://gomaisapublic.rubiconatlas.org/Atlas/Search/View/Default?BackLink=Atlas\\_Search\\_View\\_Default&SearchCurriculum=1&FilterGrades%5B%5D=9&FilterSubjects%5B%5D=39&Page=1](http://gomaisapublic.rubiconatlas.org/Atlas/Search/View/Default?BackLink=Atlas_Search_View_Default&SearchCurriculum=1&FilterGrades%5B%5D=9&FilterSubjects%5B%5D=39&Page=1)

The sixth grade SS curriculum focuses on students gaining a contextual understanding of the world. Students and teachers explore local, regional, and world issues and attempt to place these issues in a historical, political, and geographical framework. Students are expected to work in small groups to research and make presentations on global issues.

## Technology Department

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### **Project Lead the Way (PLTW)**

Project lead the Way provides engineering and biomedical science curricula that challenges and inspires middle school students. Students get rigorous and relevant experiences through activity, project, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity. PLTW is the nation's leading STEM solution and is taught in over 6,500 schools across the country.

### **PLTW 5 – Launch: Input/Output with Computer Systems**

*Trimesters: 1*

Students are introduced to computer systems infrastructure including basic computer hardware and digital data representation. Students start by comparing the computer system to a human brain, focusing on input, processing, and output. Students move on to learning about how data is stored in a computer.

Students learn about collecting data and representing it visually using programming. Students also create a reaction timer concussion diagnosis tool. The module culminates in a problem that challenges students to create a program that measures baseline brain fitness. Along the way, students practice breaking down problems into smaller tasks and using variables, events, and control flow structures.

With these new understandings, students will come to appreciate how computer programs can help people solve real-life problems. Students will discover how similar a computer system and the human brain can be.

## **PLTW 6 – Design and Modeling**

*Trimesters: 1*

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

# **Academically Talented Youth Program (ATYP)**

The Academically Talented Youth Program (ATYP), in Western Michigan University's Office of Pre-College Programming, is an advanced and accelerated educational opportunity for academically talented middle school students. The program is designed to provide a challenging, fast-paced and above-grade-level curriculum in the areas of Mathematics and English Language Arts.

ATYP begins to identify appropriate students *during their sixth grade year* by taking the ACT or SAT. Student and parents can sign up for the ACT or SAT through the Northwestern University's Midwest Academic Talent Search (NUMATS). [www.ctd.northwestern.edu/numats](http://www.ctd.northwestern.edu/numats).

Qualifying students are enrolled into ATYP their seventh or eighth grade year.

ATYP credit will be transferred to the student's high school transcript to meet the high school graduation Math/ELA requirements. Students will receive a grade on their transcripts and report cards; however, the courses will not affect the high school grade point average.

Transportation is not provided.

## **Counseling Services**

### **Vision Statement**

The students at Lakeview 5<sup>th</sup> and 6<sup>th</sup> Grade Academy, regardless of individual differences, are high-achieving learners who have gained the knowledge to be high school, college, and career ready in order to meet the challenges and high expectations of the 21st century. To succeed in a competitive, global

society, our students will become critical thinkers, creative problem solvers, responsible consumers of technology, empathetic, and emotionally intelligent. Each student leaves Lakeview Middle School having achieved their fullest potential, possessing the mindsets and behaviors needed to: Learn - Engage in and navigate the world of higher education; Earn - Engage in and navigate the world of work; and Live - Engage in and navigate civic life.

## **Mission Statement**

The mission of the Lakeview Middle School Counseling Program is to provide equitable support for all students, ensuring they reach the social/emotional, academic, college and career readiness standards necessary to function and contribute in a changing global society. The Lakeview Middle School Counseling Program underpins the missions of our school, district, and state department of education, by identifying and removing systemic and individual barriers to student growth, opportunity, and achievement. All students participate in rigorous curriculum and high quality opportunities for self-directed personal growth, as supported by the comprehensive school counseling program that facilitates strategic partnerships between students, teachers, family and community.

## **Program Overview**

***LMS counselors make decisions concerning programing based on:***

- Needs Assessments
- Survey Reports
- Behavior Referrals
- Attendance
- Grades

### **Classroom Lessons – tier 1**

Classroom lessons are designed to address Academic, Career and Social/Emotional needs based on the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success. Some classroom lessons are delivered every year, while others are designed based on need from our data collection.

#### ***Counseling Curriculum:***

5th grade. . . Where Everybody Belongs (WEB) Follow-Up Activities, Career Exploration

6th grade. . . Career Exploration

### **Group Counseling – tier 2**

Groups are designed using achievement related data to meet the current needs of the students.

#### ***Topics may include:***

- Coping w/ Extreme Feelings
- Academics
- Peer Relationships
- Grief & Loss
- Family

### **Individual Counseling – tier 1, 2, 3**

LMS counselors help students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and social/emotional development.

#### ***Topics:***

Emotional regulation, academic concerns, self-esteem, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, substance abuse, depression/suicide, sexuality, etc.

#### ***How Does a Student See a Counselor?***

- Self-Referral
- Teacher/Staff Referral
- Parent Referral
- Peer Referral
- Counselor Request

### **Consultation/Collaboration**

LMS counselors work with staff to help support students' achievement and success in school. Teachers are encouraged to collaborate with the counseling department. Teams are often comprised of parents, teachers, administrators and community agencies.

### **Crisis Counseling**

Meet immediate needs of students/families/school.

### **Referral (Outside Resources)**

School counselors provide solution-focused brief therapy. Often students and families are in need of more intensive services. We help students and families find outside agencies to meet such needs as suicidal ideation, violence, abuse, terminal illnesses, mental illness, etc.

## **Informed Consent for Counseling Services**

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The purpose of this document is to provide the Lakeview Middle School students and parents with informed consent of the counseling services at Lakeview Middle School. The Lakeview Middle School Counseling Program assures that all students, regardless of individual differences, will acquire and demonstrate competencies in career planning and exploration, knowledge of self and others, and educational/career-technical development as they learn to live, work and learn over their lifetime. In partnership with other educators, parents or guardians and the community, school counselors work to remove the barriers to student success. Our department is committed to servicing all students according to their individual postsecondary goals. In order for the counseling program to fulfil its mission, Lakeview Middle School counselors will meet with students as needed throughout the school

year. In some cases, Lakeview Middle School counselors will facilitate the scheduling of any further appointments that may be needed. It is rarely the case that Lakeview Middle School counselors will inform parents that any counseling appointments are occurring. Lakeview Middle School counselors uphold the highest standards of confidentiality. To maintain confidentiality requires that all counselors will keep private any information that is shared with the counselor. Students may share that information with others as they wish, but counselors understand that the right to privacy still exists. Lakeview Middle School counselors will guard that privacy as much as permitted by legal, ethical and institutional rules. The Lakeview Middle School Counseling Department recognizes the legal rights and responsibilities of parents in doing what is in the best interest of their children. If the information of a student is requested by any community agency, the student and his/her parents will be asked to sign a release form. All students should know that there are exceptions where counselors are obligated to break confidentiality without consent, including potential harm to one's self or someone else, suspicion of abuse or neglect or a court order that requires testimony or student records. There may also be times when it is appropriate for a student's counselor to consult or collaborate with another professional. If it is in the best interest of a student, a counselor may inform a teacher, administrator or other school professional of specific circumstances regarding a student. In these instances, only information absolutely pertinent to the situation will be shared. Students should be aware that any referral will involve sharing of information to ensure a seamless transition of support for the student. In all instances, any professional involved in consultation or collaboration with the Lakeview Middle School Counseling Department will be reminded and expected to maintain the highest levels of confidentiality. Stakeholders should also be aware that counselors keep informal notes regarding appointments. These notes are stored in a secure locked drawer or a secure electronic file and are subject to the same rules of confidentiality as mentioned previously. These guidelines are set to inform parents, protect the best interests of students and adhere to the highest levels of best practices as set forth by the American School Counselor Association (ASCA).