



What Course Level is Right for My Rising 6th Grader?



Carmel Middle School will be moving to an “open enrollment” model for the 2019-2020 school year. Parents are encouraged to use their child’s various data points to make informed decisions about which level is best. Strong consideration should be given to the current teachers’ recommendations, as well as various data points. No schedule changes will be made once the school year begins.

3 DATA POINTS TO CONSIDER: *If you are uncertain of any of the following data points, we encourage you to contact your child’s current teacher(s). We value our teachers’ insights and professional opinions, especially as they pertain to math course selection.*

Data Point Number One: Standardized Test Scores (EOGs, EOCs, MAP, etc.)

Historically speaking, students that have scored in the 85th percentile and above have been recommended by CMS for honors courses. Remember, the percentile score indicates the percentage of grade-level peers that your child surpassed when considering grade level standards. Your child’s EOG scores indicate how well he/she mastered the grade level content in relation to other students in North Carolina. Please note that honors math courses implement standards and curriculum that are, at many points, one year above grade level.

Data Point Number Two: Current, Cumulative Class Average

An “A” or a “B” in an honors level course (with strong scores on formal assessments) generally indicate that continuing with honors level courses would be appropriate. A “C” average in an honors-level course would likely warrant a conversation with the current teacher to identify areas of weakness before a decision is made to continue in honors. A consistent, strong “A” average in a standard-level math course **might** indicate ability to accelerate to honors, but a conversation with the current teacher would still be suggested as gaps will exist in content, especially in math.

Data Point Number Three: Classroom Performance Characteristics

Your child’s work habits could be a determining factor in success with honors classes. While work habits do not always align to academic ability, it is worth considering whether or not your child is self-motivated, persistent, and willing to work through unfamiliar material without getting excessively frustrated. This is especially the case if you are considering a move from standard math to honors math. There are certain children for whom this acceleration is appropriate, but work habits are exceedingly more important in these circumstances. When accelerating in math, there will be

content that your child may have "missed." When these skills are presented in class, the student will need to persevere and possibly spend additional time working independently or in tutoring sessions.

Math 6 Honors: Students enrolled in the honors level math course for 6th grade will be expected to master all of the standards within the 6th grade North Carolina Standard Course of Study AND a portion of the 7th grade standards in one year. However, all 6th grade students will take the 6th Math EOG. Successful completion of this course will lead to Honors Math 7 in 7th grade (8th grade standards) and Math I in 8th grade (high school credit course). This course moves at a more rapid pace than the standard course, providing additional opportunities for deep analysis of skills. Students should have solid mathematical computation skills and fluency. Students should be fluent in simplifying fractions, converting between mixed and improper fractions, and adding/subtracting fractions with like and unlike denominators. Students should also have solid number sense, including fraction, decimal and percent relationships, including mastery of their position on the number line.

Language Arts 6 Honors: Students enrolled in a honors-level language arts course in 6th grade will be expected to master all of the skills and concepts within the 6th grade NC Standard Course of Study. All ELA students (honors and standard) will be immersed in College Board's Pre-AP curriculum, *SpringBoard* (already aligned to *National College and Career Readiness Standards*), as this is the primary text used for classroom instruction. Throughout their studies in *SpringBoard*, students will complete roughly two "Embedded Assessments" for each unit, which are heavily grounded in literary analysis, narrative/expository/persuasive writing and personal/peer reflection. All Embedded Assessments are heavy in written expression. Additionally, resources from Vanderbilt University, targeted toward rigorous ELA coursework, will serve to supplement the ELA curriculum framework. Written work for honors-level students should reflect solid foundational writing concepts and ability to elaborate heavily on student understanding, much of which will be completed outside the classroom. All ELA students will incorporate grammar and vocabulary (Greek and Latin stems) within their studies at an appropriate, standards-driven level. While all ELA students will be expected to engage in numerous in-depth studies of outside readings, honors-level students should also expect appropriately-challenging, complex fiction and non-fiction texts. Selected texts in honors-level courses are typically at or above a 1000-level lexile score. For further information about lexiles, please reference www.lexile.com.

Science/Social Studies and Health & PE are all required courses that are scheduled heterogeneously, with no specific "honors" or "standard" designation.

*****Students are scheduled at random after course selections are entered into the computer system. Teacher requests are not accepted.***