

Toll Middle School
Course Syllabus – 6th Grade Math and Science
Black Stallions and Purple Pandas Core

Course Information

6th Grade Math
6th Grade Science
Classroom Location: Room 1307
Science Lab Location: Room 1234

Teacher Information

Name: Mr. Trinidad
Phone: 818-244-8414 ext. 1307
E-Mail: RTrinidad@gusd.net
Webpage: <http://www.gusd.net/trinidad>

Course Descriptions:

6th Grade Math (Panda and Stallion Core Students)

In this course, students will be exposed to the 6th Grade Common Core State Standards for Mathematics, which focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

For the 2019-2020 school year, Pearson enVision will be used as the math curriculum for all middle schools in GUSD. Students will have access to printed and digital versions of the workbooks. In addition, we will be using Khan Academy, an online instruction program used in secondary schools in GUSD. Students will also be introduced to Reflex Math to help students attain or solidify their basic math facts fluency.

6th Grade Science (Stallion Core Students Only)

In this course, students will be exposed to the 6th Grade California Next Generation Science Standards (CA NGSS), which will cover topics that revolve around four major ideas: (1) a cell, person, and planet Earth are each a system made up of subsystems; (2) weather conditions result from the interactions among different Earth subsystems; (3) regional climates strongly influence regional plant and animal structures and behaviors; (4) human activities can affect the environment, which impacts plants and animals. Topics that will be covered include but aren't limited to: cells, bodies and systems, the water cycle, weather and climate, ocean currents, energy transfer, kinetic energy, organism reproduction and growth, genetic traits, and climate change.

For the 2019-2020 school year, we will be using STEMscopes as our interim transitional science curriculum. STEMscopes is 100% digital, and students will be given a login for online access to the curriculum.

Recommended Supplies

The suggested school supply list was available for students on Orientation Day. As a reminder, students are recommended to bring the following items with them to class daily.

- Binder with 5 divider tabs
- Loose Leaf Paper & Graph Paper (stored in binder)
- Scientific Calculator with 2 Line Display
- 1 Composition Book (per subject)
- 2 Pocket Folders
- Pencils - At least 3 every day!
- Erasers or Eraser Tips
- Highlighters
- Blue or Black Pens
- Blue or Black Thin Expo (Whiteboard) Markers
- Pencil Case
- Earphones

Grading Periods

There are 8 grading periods in a 40-week academic year:

- Progress reports are available online approximately after Weeks 5, 15, 25, and 35.
- Quarter report cards are available online approximately after Weeks 10 and 30.
- Semester report cards are available online approximately after Weeks 20 and 40.

Grading System

Students will receive a letter grade (A-F) using a standards-based grading system.

<u>Categories</u>
Standards Mastery Assessments <ul style="list-style-type: none">• Tests• Quizzes• Exit Tickets• Online Assessments• Other Assessments
Final Exam *Semester-Cumulative

Final exams are mandatory and will be administered on a school assigned date.

- A student can only receive a maximum grade of “D” if not taken.
- No final exams will be given ahead of schedule to accommodate for any “planned” absences.

Grading Scale

Grade	Overall Weighted Average	Skills and Content Acquisition	Analysis and Application	Projected CAASPP Score (Math Only)
A	3.0 – 4.0 No 1s or 2s on any assessment	Student acquires sixth grade-level skills or content with minimal support. Student consistently works to <u>master</u> 6 th grade-level standards and expectations.	Student excels in critical thinking, analysis, and development of arguments at advanced levels. Student can consistently apply understanding to new and challenging contexts.	4
B	2.5 - 2.99 No 1s on any assessment	Student acquires sixth grade-level skills or content with some support. Student consistently works to meet 6 th grade-level standards and expectations.	Student demonstrates ability to use critical thinking, analysis, and development of arguments of sixth grade level content. Student can apply understanding to new contexts.	3 or 4
C	2.0 – 2.49 All assessments accounted for.	Student requires additional support or prompts to acquire sixth grade-level skills or content. Student’s 6 th grade-level skills or content acquisition are inconsistent.	Student has emerging skills in critical thinking, analysis, and development of arguments around sixth grade level content with additional support. Student is inconsistent in applying understanding to new contexts.	2 or 3
D	1.99 and below	Student requires extensive support or prompts in order to acquire sixth grade-level skills or content. Most sixth grade-level skills or content have not been satisfactorily demonstrated.	Student requires extensive support to develop skills in critical thinking, analysis, and development of arguments around sixth grade level content. Student is unable to apply understanding to new contexts.	1 or 2
F	1.49 and below	Average of 1.49 and below plus one or more of the following: Student does not routinely participate in remedial opportunities designed to help him / her acquire sixth grade-level skills or content. Student fails to consistently complete and / or turn in assigned work at a satisfactorily level.		1

Citizenship Grades

- **Outstanding** – Consistently meets behavioral expectations without needing redirection.
- **Satisfactory** – Usually meets behavior expectations with few redirections.
- **Needs Improvement** – Inconsistently meets behavioral expectations with occasional redirections.
- **Unsatisfactory** – Does not meet behavioral expectations despite multiple redirections.

**A citizenship grade of a “U” may result in loss of privileges in attending school events and activities.*

Criteria for Citizenship

Behavioral Expectation	Behavioral Targets
Exhibits independence, initiative, and responsibility for own behavior.	<ul style="list-style-type: none"> • Is punctual. * • Follows routines. • Accepts responsibility for own actions. • Obtains information independently. • Completes retakes. • Reflects on formative assessment.
Completes assignments with attention to quality and timeliness and seeks assistance when necessary.	<ul style="list-style-type: none"> • Follows directions and completes assignments in class. • Completes homework authentically and with care. • Uses time efficiently. • Seeks assistance when needed. • Works well without supervision. • Manages time effectively.
Participates in and contributes to class and group activities.	<ul style="list-style-type: none"> • Participates regularly. • Accepts responsibility in class and in groups. • Shows respect for others’ ideas. • Listens without interrupting. • Follows rules. • Helps others.
Shows respect for others’ rights, feelings, and belongings; seeks positive solutions to conflicts.	<ul style="list-style-type: none"> • Respects feelings of others. • Demonstrates positivity. • Respects property of others. • Works to resolve conflicts.

**3 unexcused tardies or absences in any class period will result in a “U” citizenship mark for that grading period.*

Student Consequences for Not Following Classroom Rules and Expectations

1. Warning given.
2. Parent notification via e-mail or text message.
3. Snack or lunch period pickup.
4. Partial loss of lunch period.
5. Afterschool detention.
6. Office referral.
7. In-class suspension or exclusion from activities and field trips.
8. Student-Parent-Teacher conference with administration.

Homework Policy

There will be two types of homework assigned to students. The first type is practice work, which will come mostly from math. Practice work will be assigned routinely with each new learning topic and it will be checked in-class for record-keeping, but not accuracy. Students are expected to complete this homework authentically and with care. Some practice work will be collected in order to provide feedback or for reference.

The second type of homework assigned routinely is classwork not completed in class. This will be mostly science work, but for grading purposes will usually be recorded as “daily work”. Daily work assignments will usually be checked for accuracy, depending on the assignment (e.g. lab worksheet, class projects).

Homework is NOT optional. If a student is not meeting grade level standards and has a record of not consistently completing homework assignments, then the student will be instructed to attend afterschool tutoring or study hours in order to complete the missing work. Homework completion will also factor into a student’s citizenship grade.

Incomplete / Missing Assignments Policy

Students are expected to complete and turn in all work on the date assigned for credit. Any work that is missing or is determined to be inadequate will be treated as a zero for grading purposes. This includes any work without a name written and in-class assignments not completed in a reasonable amount of time. If a student is unsure whether he / she is missing an assignment or received full credit, it will be his/her responsibility to check the online portal or with the teacher before or after school.

Absence Make-Up Policy

Students accept full responsibility for catching up on lessons and making up all assignments and assessments missed due to absences. Lessons missed due to absences will not be retaught, but students will be given a reasonable amount of time to make the work up for full credit.

No homework, in-class assignments, tests, quizzes, or final exams will be given ahead of time to accommodate for “planned” or unexcused absences. This includes but isn’t limited to: planned medical / dental appointments, family events, and vacations while school is in session. Students are welcome to make up the assignments the day they return if the semester has not passed.

Assessment Make Up Policy

If a student misses an assessment, it will be at the teacher’s discretion to determine when the student will make it up. Generally, if a student was present when the assessment date was announced, then the assessment will be made up the day he or she returns to class. If a student is absent for an extended amount of time or was not in class when the assessment day was announced, then he or she will be given a reasonable amount of time to prepare before having to make up the assessment.

Student Re-Take / Reassessment Policy

The standards-based grading system allows students who have not achieved full mastery on a learning target to take a reassessment to demonstrate mastery. The following guidelines will be used this upcoming year in order to prevent policy abuse and attempts to “game the system”:

1. Students must give their best effort on the original assessment.
2. Students are responsible for requesting an afterschool appointment to reassess.
3. Students must agree to take action to improve their proficiency prior to reassessment. The teacher has the discretion on what that action entails.
4. Students must wait one week after the original assessment is returned to reassess.
5. Students may reassess up to two standards per week.
6. The reassessment will be on the same standard but will feature different questions.
7. The new score will replace the original score on the assessment.
8. Deadline to take a reassessment is the 2nd to last week of the corresponding semester.
9. In Semester 2, students may not reassess a standard that was assessed during Semester 1.

Exceptions / Dropped Scores

Exceptions (dropped scores) may be made for serious illnesses and for special assignments which cannot be made up. This includes but isn’t limited to the following: video notes, in-class assignments, projects, and lab assignments. These exceptions will be at the teacher’s discretion.

Parent / Guardian Expectations

*Taken from the Toll Middle School Student-Parent-Teacher Compact

1. Monitor your child’s attendance and completion of homework by checking the Binder Reminder and Parent Connect daily.
2. Utilize the online school calendar to:
 - a. monitor and follow up on student progress and grades
 - b. access teacher class resources and communicate with teachers
 - c. be informed of school functions and important dates, (e.g. Progress Reports, District and State Testing, Finals)
3. Attend at least 2 school functions, which include Back to School Night and Open House.
4. Attend parent/teacher conferences as needed or requested, for each of your students.
5. Support and enforce school and classroom rules as stated in the Binder Reminder.

(Cut on the line below.)

Please return this section and turn in to your teacher completed and signed.

We have read the syllabus, which includes the course descriptions, criteria for grades, classroom policies, and expectations. We fully understand what is expected of us in Mr. Trinidad’s class.

Student’s Full Name (Printed): _____

Student Signature: _____

Date: _____

Parent / Guardian’s Full Name: _____

Parent / Guardian Signature: _____

Date: _____

Parent / Guardian’s Full Name: _____

Parent / Guardian Signature: _____

Date: _____