

Course Description

In this Science course, the following major learning targets will be emphasized:

- Understanding what makes up matter, including atoms, elements, and compounds
- Understanding how to read the Periodic Table of Elements
- Understanding changes in the state of matter
- Understanding physical and chemical changes of matter
- Identification of physical and chemical properties of matter
- Application of previous knowledge about energy to understand how energy is transferred in both wave and radiation form
- Understanding how the tectonic plates of the earth move resulting in geological events like earthquakes, mountain building, and volcanoes
- Understanding of how rocks and soil are created

Goals

- To develop responsibility and organization skills
- To demonstrate mastery of knowledge of the state Science Grade Level Content Expectations
- To self-evaluate a collection of items documenting mastery of course goals
- To develop scientific questioning and problem solving skills

Delivery of Instruction

Concepts will be presented by teacher instruction, practice assignments, class notes, and in-class activities. Students will have an opportunity to ask questions on practice assignments before they are collected. Most lessons will include note taking as well as related activities. Time for guided practice on problems will be given during class. I am available before and after school for extra help and to answer questions.

Formative Assessments

Work in this course will be divided into two categories: formative assessment and summative assessment. The purpose of **formative assessments** is to provide immediate feedback for the student, parent and teacher regarding student understanding of material and will include such items as homework assignments, in-class activities, and teacher observation. *The student may redo formative assessments during the unit in which they were assigned. However, formative assessments will not be used to determine a student's grade. Along with the in-class assignments students will be required to complete at least five practice activities before the end of the unit summative assessment.* Prior to submission, students will assess their performance on any **formative assessment** using the scale below:

Level	Description	Kid-Friendly Description
4	Student has demonstrated mastery of the learning objective(s)	I get it! I made few, if any, (small) mistakes. I can answer questions and help others.
3	Student has demonstrated an understanding of the learning objective(s), but has made some minor mistakes that inhibit mastery	I've almost got it! I can easily fix my mistakes. I can mostly answer questions about the problems.
2	Student has demonstrated minor understanding of the learning objective(s) and has made some major mistakes. Student is in need of corrective action (additional help from the teacher, from another student, from a tutor)	I found the problems hard to do. I needed some help to complete the assignment. With help I can fix my mistakes.
1	Student doesn't understand the learning objective(s) and needs corrective action	I did not understand how to do the assignment. I need help to redo the problems and fix my mistakes.

Summative Assessments

The purpose of **summative assessments** is for the student to be able to demonstrate learning in a more controlled environment and will be the basis for formal grades. Summative assessments may

include traditional paper/pencil tests, quizzes, projects, presentations, and teacher observation. Summative assessments will be marked with a grade letter (A, B, ...) or percentage. Because summative assessments will be the basis for formal grades, and because student learning occurs at different rates, students may retry any summative assessment within two weeks of the date the assessment was returned. **In order to retry an assessment, all practice work for the unit must have been successfully completed.** *The trimester tests are the exception and due to time restraints cannot be retaken.*

Grading

Grades given will reflect only what the student has demonstrated that they know and can do on summative assessments. They will not include other factors such as attendance, notes, etc. However, the amount of effort given on assignments, the number of assignments (formative assessments) completed in a timely manner, etc., all play a critical role in a student's performance on summative assessments. Good work and study habits are critical to success in this math class.

Grade Scale with Descriptors

Letter	Description	Kid-Friendly Description
A	<i>Student has demonstrated a mastery of at least 90% of the learning objectives from the marking period. Mistakes made were minor and do not detract from the overall understanding of the concepts presented.</i>	<i>I get it! I can easily help others to understand the ideas. I can solve problems with little difficulty.</i>
B	<i>Student has demonstrated a mastery of 80-90% of the learning objectives from the marking period. Most mistakes made were minor.</i>	<i>I get most things we've done. Most of the time I can help others. Sometimes I make some mistakes.</i>
C	<i>Student has demonstrated a mastery of 70-80% of the learning objectives from the marking period. Some major mistakes were made and/or misunderstandings exist. The student is encouraged to seek additional help from the teacher or a tutor.</i>	<i>I think I get most of it, but it is hard for me to complete a problem without making a mistake. I do better when I have some help.</i>
D	<i>Student has demonstrated a mastery of 60-70% of the learning objectives from the marking period. Many major mistakes were made and/or misunderstandings exist. The student is clearly working below grade level. Additional help from the teacher or tutor is necessary for success.</i>	<i>I'm not really sure of what to do when working on problems. I get things confused easily. I need help to start/finish problems.</i>
E	<i>Student clearly does not understand the learning objectives and is unable to work through tasks at grade level. Student is in need of corrective action in the form of additional help from the teacher or a tutor. It is highly recommended that the parent and student contact the teacher in order to determine a plan of action.</i>	<i>When I do problems, I usually guess because I'm not sure what to do. I have a hard time with math vocabulary. I need help to try problems.</i>

Should you wish to learn more about this kind of grading philosophy and practice, please feel free to contact me or see *How to Grade for Learning: Linking Grades to Standards* by Ken O'Conner (ISBN: 1-57517-816-8)

Student Responsibilities

- Complete all work
- Participate in class activities, ask questions when confused, seek help when needed
- Put forth a good effort on all work, in and out of class (work that is sloppy or incomplete may be returned for the student to redo before being marked)
- Be considerate of neighbors, restrict talking, respect property belonging to others
- Prepare for summative assessments by studying and practicing problems
- Be prepared for class everyday with a planner, pencil, math notebook,
- Obtain assignments, notes, etc., from an absence by asking a neighbor or the teacher
- Accept the consequences that come from making poor choices and make the changes necessary to prevent it from happening again (talk to the teacher if necessary)

Required Supplies: For Science, students will need a composition notebook, colored pencils, scissors, glue, pencils, and a folder.

Textbook

Students will be given a textbook or cd to be kept at home.

The following web address goes along with our textbook: www.glencoe.com it contains practice quizzes and tests, Brain Pop videos, virtual labs, etc. I encourage students to use this website for practice and reinforcement.

Communication

Please feel free to contact me any time regarding your son/daughter's progress.

School website: www.lindenschools.org

Middle School Office: 591-0710

My Classroom Phone: 591-0740

My email: ccook@lindenschools.org

Please detach and return the signed portion below.

.....
Your first assignment is to have a parent/guardian sign this syllabus and return it to me.

Yes, I have seen the 6th Grade Science Syllabus, and I am aware of its content.

Student Name _____

Parent Signature _____ Date _____

Parent Email Address (Please print) _____

Student Signature _____ Date _____