

# 6<sup>th</sup> Grade Syllabus

## Advisory

The NP3 advisory program was created as a way to create community, safety and a sense of belonging. The goals of advisory are (but not limited to) to promote small, caring communities of learners, promote mutually respectful and meaningful relationships, provide individual attention to students, provide each student with an opportunity to belong, allow teachers to be actively involved in the affective development of students, emphasize social and emotional development of every student and assist students with interpersonal communication skill development.

Your child has been assigned an advisor for the school year. This will be your contact for Parent/Student-Teacher conferences and all things school related. Your student's advisor is your child's advocate and mentor on campus and acts as the "middle man" for all school related items. You can expect regular contact from the advisor to home regarding any grade or behavior issues, as well as any upcoming school events. Any questions you have about NP3 or specific classes can be directed to your advisor and they will do their best to answer your question or will get you the appropriate contact information.

Advisory meets every day except for Thursdays and will follow a similar schedule every week. Advisory will incorporate goal setting, academic checks, character education, exploration of the 7 Habits, guided readings, team building and individual conferences into its curriculum.

As part of the character development piece students will be expected to complete many activities, journal writes, and reflection pieces. Some of these may include watching clips of films with sensitive material. All clips will be approved by administration, and advisors will let parents know which films they will be using. All films are rated G-PG13, and if you ever want your student to sit out of a specific movie/clip, let your advisor know and they will be given an alternative activity related to the topic.

Students will be receiving social and work habit scores on their report card for Advisory. Scheduled student-led conferences with your advisor and student are tentatively scheduled for the weeks of September 21-25, December 14-18, and March 15-19. If a conference is desired at any other time, please contact your advisor directly.

My advisor is \_\_\_\_\_ Room Number \_\_\_\_\_

Advisor's Email Address \_\_\_\_\_

### Teacher Donation Wish List

- |  |                       |                             |
|--|-----------------------|-----------------------------|
| - Spiral notebooks                     | - Pencils             | - Pens                      |
| - White copy paper                     | - Tissues             | - Electric Pencil Sharpener |
| - Colored copy paper                   | - Staplers            | - Dry Erase Markers         |
| - Construction paper                   | - Mini White Boards   | - Books (Age Appropriate)   |
| - Binder/Lined Paper                   | - Blue Painter's Tape | - Duct Tape                 |
| - Disinfecting wipes                   | - Scotch Tape         | - Scissors                  |
| - Outdated Magazines (age appropriate) | - Clip Boards         | - Poster Board              |
| - Markers                              |                       | - Colored Pencils           |

## **6<sup>th</sup> Grade General Classroom Expectations - DISTANCE LEARNING**

### **Learning Expectations:**

- Students are responsible for attending online LIVE classes.
- Students are responsible for viewing and completing Google Classroom assignments.
- Students are expected to do their best work.
- All academic assignments should be completed by students, without giving or receiving any unauthorized assistance.

### **LIVE Class Procedures:**

- Zoom (web-based video conferencing tool) links for LIVE class periods will be posted on content teachers' Google Classroom.
- Students use camera enabled technology (issued from NP3) to participate during LIVE class periods.
- Students must be visually present on camera during LIVE class periods to be counted as present.
- Students mute their mic upon entering the Zoom meeting for LIVE class periods.
- Zoom meeting chat is used when prompted by the teacher.
- Students are expected to meet the norms decided upon by the teacher and class.

### **Google Classroom Procedures:**

- Teachers post announcements and assignments on Google Classroom.
- Students may contact teachers through comments or email.
- Academic tone is expected when commenting on Google Classroom.

### **Digital Citizenship Policy:**

- Online communication should be respectful, school-related, and exhibit academic tone.
- All students will be provided a school issued chromebook and charger. Students are responsible for managing technology.

## **Google Classroom Assignments - DISTANCE LEARNING**

Along with LIVE class periods, students will be given assignments on Google Classroom. The Google Classroom assignments will be completed outside of LIVE class period time. Classes will have different assignments. This may include projects that require students to work with partners outside of the LIVE classroom periods. Students are expected to "turn in" work for assignments by the due date. Students will be submitting summative assessments during Distance Learning that are to be completed independently.

## **Grading and Assessments -- DISTANCE LEARNING, HYBRID, AND ONSITE**

Grading for 6<sup>th</sup> grade classes follows the school policy of Standards Based Grading. Students will be assessed based on the Common Core State Standards\* and reported on the quarterly report card. Each standard will be graded on a 1-4 scale (Below Basic, Basic, Proficient, and Advanced) to demonstrate a student's proficiency in any given standard. Tests and assignments are not graded on a curve. Students are offered numerous opportunities to show proficiency on a standard through reteach and retake options (summative assessments only).

Formative assessments will appear on Infinite Campus to communicate a student's progression toward mastering a standard. Formative assessments are not designed to be an end grade and do not appear on report cards. Summative assessments are administered after instruction, practice, and learning of a standard has taken place. Summative grading may include written essays, projects, presentations, short responses and unit reflections. Summative assessment scores appear on report cards. Students are offered numerous opportunities to show proficiency on a standard through reteach and retake options (summative assessments only).

\*A complete explanation of the Common Core State Standards can be accessed at <http://www.cde.ca.gov/re/cc/>. Please see the Science and Social Studies class descriptions regarding the content standards according to the California Department of Education.

## **6<sup>th</sup> Grade General Classroom Expectations -- HYBRID/ONSITE**

### **Entering the Classroom:**

- Students line up outside the classroom in 1-2 neat, quiet lines before entering the classroom.
- Students enter the classroom quietly and begin the warm-up quietly.
- Students come prepared to class, which means having the necessary materials.

### **Class Procedures:**

- Food or non-water drinks are not allowed to be consumed in any middle school classrooms.
- We encourage students to have a personal reusable water bottle.
- When you hear or see the quiet signal with a raised hand, give your attention fully to the speaker.
- Make eye contact with the speaker and practice active listening.

### **Restroom Breaks:**

- Students should not use the restroom for the first 15 minutes and the last 15 minutes of class. Students may use the bathroom signal to ask to go to the restroom. Students should use the sign out/sign in sheet to keep track of bathroom usage. Students may go one at a time. Students should be requesting to go to the bathroom at appropriate times in the class (not during important instruction), such as during independent work time. Students are expected to visit the bathroom without disturbing other classes.

### **Electronics Policy:**

- Electronics need to be turned off and put away prior to entering the classroom.
- Students may be allowed to use their electronic devices at times in class for academic purposes. They may be used at the teacher's directions to research a topic, use a timer, or use a calculator app.
- Beyond that, students should NOT be interacting through messaging or online social networks.
- To contact a student, we ask that you please call the office
- If a student chooses to ignore the expectation, the procedure is:
  - First time deviating from expectation: device is confiscated and kept until the end of the day.
  - Second time deviating from expectation: device is placed in the principal's office.
  - Third time deviating from expectation: device is confiscated and returned to parent/guardian (front office).
  - Fourth time deviating from expectation: device is confiscated, returned to parent/guardian, student is not permitted to bring the device to school for the remainder of the year.

## **Homework and Projects -- HYBRID/ONSITE**

Classes will have different homework assignments. This may include projects that require students to work with partners outside of the classroom. Homework is assigned with the purpose of reinforcing the skills taught in the classroom. Homework is assigned by teachers when students have reached an independent level of practice.

**Supplies List -- APPLICABLE FOR HYBRID AND ONSITE ONLY**

Students are expected to bring ALL materials daily. If there is a financial issue in obtaining some of all of the materials, please contact your advisor ASAP so arrangements can be made. Each student will be given interactive math workbook that will be used daily. Each student is responsible for keeping and maintaining their workbook. If, in the case that it is lost or damaged, the workbook must be replaced for \$21.

**Required supplies for all class APPLICABLE FOR HYBRID AND ONSITE ONLY**

In all Classes	English	Math	Science	Social Studies	PE
<p>Total of five different colored folders (with 2 pockets) for each class: English, math, social studies, science, and advisory or an expanding or accordian folder with at least five sections</p> <p>Extra lined (college ruled) paper for each folder</p> <p>Index cards</p> <p>Pencil pouch to hold:                      Highlighters (green, yellow, pink/orange)                      Eraser                      Pencils                      Expo markers</p>	<p>3 Section Spiral Notebook</p> <p>Independent Reading book</p>	<p>1 Section Spiral Notebook</p> <p>Simple/basic calculator (\$1-\$5)</p> <p>White Board Marker &amp; Eraser</p>	<p>Headphone or Earphones</p>	<p>1 Section Spiral Notebook</p>	<p>Uniforms are not required at this time.</p> <p>Due to health and safety precautions the locker rooms will have limited use until further notice.</p>

**Class Descriptions**

**English**

**Aimly Carey**

**Davia Sakanari**

**Room:** M110

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**Website:**

<https://natomasunified.org/np3m/dashboard/profile/?u=tcarey>

**Website:**

<https://natomasunified.org/np3m/dashboard/profile/?u=dsakanari>

**Email:** tcarey@natomasunified.org

**Email:** dsakanari@natomasunified.org

**Phone:** (916) 567-5740 ext. 47410

**Phone:** (916) 567-5740 ext. 47419

6<sup>th</sup> Grade English is writing intensive and expects a high level of engagement through classroom discussions. Our goal is to equip our students with the critical thinking skills they need as they continue through middle school and to do whatever it takes to get all students to score proficient or advanced on the Common Core State Standards. Our challenging curriculum requires students to practice reading analysis, establish and defend their independent thoughts, and perform complex writing tasks.

## Math

### **Mike Charlton**

**Room:** 107

**Website:**

<https://natomasunified.org/np3m/dashboard/profile/?u=gcharlton>

**Email:** gcharlton@natomasunified.org

**Phone:** (916) 567-5740 ext. 47417

### **Michelle Winberg**

**Room:** 108

**Website:**

<https://natomasunified.org/np3m/dashboard/profile/?u=mwinberg>

**Email:** mwinberg@natomasunified.org

**Phone:** (916) 567-5740 ext. 47418

NP3 Math classes are excited to be using the Engaged NY Eureka Math curriculum. Each student will be given interactive workbooks, broken down by modules, that will be used daily. Each student is responsible for keeping and maintaining their workbook and bringing their composition notebook to class. Additional math resources will be used to support student learning.

## History

### **Casey Marinkovich**

**Room:** 106

**Website:**

<https://natomasunified.org/np3m/dashboard/profile/?u=cmarinkovich>

**Email:** cmarinkovich@natomasunified.org

**Phone:** (916) 567-5740 ext. 47416

### **Morgan January**

**Room:** 105

**Website:** <https://natomasunified.org/np3m/teachers/>

**Email:** mjanuary@natomasunified.org

**Phone:** 916) 567-5740 ext.47415

Student's will be learning about ancient history and how some of those long-standing ideas still impact us today. Student's will take part in a variety of projects including travel brochures, Slides presentations, and advertising posters. They will also be using their critical thinking and literacy skills to practice writing claims, citing textual evidence, and developing their commentary. The goal this year is to expose students to a wider and more in-depth look at historical events and concepts, build upon their reading comprehension and writing skills, and help them more deeply understand our society today.

## Science

### **Michelle Millet**

**Room:** H-1

**Website:**

<https://natomasunified.org/np3m/dashboard/profile/?u=mmillet>

**Email:** mmillet@natomasunified.org

**Phone:** (916) 567-5740 ext 47141

Welcome to 6th grade Science! This is a hands-on course which teaches the Next Generation Science Standards. Together we will answer (and raise even more) questions about life, earth and physical science as we know it. Throughout the year we will connect the lives we lead as individuals to one another, our environment and the global community. Engineering practices and scientific thinking will be used as lenses to explore the world around us. Our study will delve into topics including cell biology, the water cycle, weather and climate, climate change, alternative energy sources, and engineering practices.

## Physical Education

**Victor Zerpa**

**Room: Gym**

**Website:** <https://natomasunified.org/np3m/dashboard/profile/?u=vzerpa>

**Email:** [vzerpa@natomasunified.org](mailto:vzerpa@natomasunified.org)

**Phone:** (916) 567-5740 ext. **47043**

This course provides students the opportunity to learn about their own health, and development of physical skills. Activities and tasks are developmentally appropriate and sequentially planned. This course aims to improve the health of the whole child and draws from scientific research, Common Core, and the California Physical Education Framework. The framework and standards can be found on the following site: <https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf>

**Expected Year** (Please note that this schedule is tentative and is subject to change based on the needs of the school and the needs of the class.)

<b>Class</b>	<b>Quarter One</b>	<b>Quarter Two</b>	<b>Quarter Three</b>	<b>Quarter Four</b>
English	Explanatory Writing Unit	Argumentative Writing Unit	Response to Literature Unit	Narrative Writing Unit
Math 6	Rational Numbers Decimal Operations	Dividing Fractions Expressions Equations	Ratios Unit Rates	Percents Statistics
History	Development of Humankind Claim Textual Evidence	Social Order in Mesopotamia and Egypt Central Teachings of Judaism Claim Textual Evidence	Beliefs & Teachings of Hinduism and Buddhism Rise of Democracy Claim Textual Evidence	Rome: Republic to Empire Origins and Teachings of Christianity Claim Textual Evidence
Science	Scientific Practices Cells	Scientific Practices Weather and Climate Climate Change	Scientific Practices Alternative Energy Water Cycle	Scientific Practices Engineering Practices
Physical Education	Health Focus 1)Social 2)Physical Skill Focus 1)Taking Heart Rate 2)Cardio-Tabata/HIIT	Health Focus 1)Occupational 2)Emotional Skill Focus 1)Balance/Coordination 2)Resistance Techniques	Health Focus 1)Spiritual 2)Environmental Skill Focus 1)Rhythm/Dance 2)Fitness Planning	Health Focus 1)Financial 2)Intellectual Skill Focus 1)Manipulatives 2)Non Manipulitives