



6th Grade Science
Ms. Smith – Room 606

Contact Information

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Welcome! I'm Ms. Smith and I graduated from James Madison University with a bachelor's degree in biology and a master's in teaching. I'm passionate about science and excited to dive into 6th grade science with you all!

Course Description

The **Science Standards of Learning** for Virginia Public Schools identify academic content for essential components of the science curriculum at different grade level. Standards are identified for kindergarten through grade five, for middle school, and for a core set of high school courses—Earth Science, Biology, Chemistry, and Physics. Throughout a student's science schooling from kindergarten through grade six, content strands, or topics are included. The Standards of Learning in each strand progress in complexity as they are studied at various grade levels in grades K-6, and are represented indirectly throughout the high school courses. These strands are:

- Scientific and Engineering Practices
- Force, Motion, and Energy
- Matter
- Living Systems and Processes
- Earth and Space Systems
- Earth Resources

Goals

The purposes of scientific investigation and discovery are to satisfy humankind's quest for knowledge and understanding and to preserve and enhance the quality of the human experience. Therefore, as a result of scientific instruction, students will be able to achieve the following objectives:

1. Develop and use an experimental design in scientific inquiry.
2. Use the language of science to communicate understanding.
3. Investigate phenomena using technology.
4. Apply scientific concepts, skills, and processes to everyday experiences.
5. Experience scientific discovery of the natural world through the collaboration
6. Make informed decisions regarding contemporary issues, taking into account the following:
 - a. Public policy and legislation;
 - b. Economic costs/benefits;
 - c. Validation from scientific data and the use of scientific reasoning and logic;
 - d. Respect for living things;
 - e. Personal responsibility; and
 - f. History of scientific discovery.
7. Develop scientific dispositions and habits of mind including:
 - a. Curiosity;
 - b. Demand for verification;
 - c. Respect for logic and rational thinking;
 - d. Consideration of premises and consequences;
 - e. Respect for historical contributions;
 - f. Attention to accuracy and precision; and
 - g. Patience and persistence.
8. Develop an understanding of the interrelationship of science with technology, engineering, and mathematics.
9. Explore science-related careers and interests.

Course Content By Unit

Pretest

Unit 6.1* – Scientific Method – Engineering Design –The Nature of Science

Unit 6.2 – Outer Space/Solar System

Unit 6.3 – Sun, Earth, Moon - Rotation and Revolution

Unit 6.4 – Energy

Unit 6.5 – Matter/Atoms

Unit 6.6 – Unique Properties of Water

Unit 6.7 – Earth's Atmosphere**

Unit 6.8 – Watersheds

Unit 6.9 – Human Impact/Public Policy

Review & Posttest

***Unit 6.1 will be integrated in every unit as it is thematic and not content-oriented.**

****will be taught out of sequence in the fall**

Course Grade Distribution

Participation: 10%

- Entry tickets
- Exit tickets
- Contributing ideas, and labor to class and group activities

Classwork: 30%

- Assignments covering previously learned material

Quizzes: 25%

Tests: 25%

Final Exam: 10%

Required Daily Supplies

Every day you will need the following in class with you:

- Notebook
- Folder
- Pencil
- Highlighter
- Glue Stick

Classroom Behavior

Respectful

- Considerate to yourself, your classmates, and your teacher

Responsible

- Keeping your area clean, careful with materials

Involved

- Asking questions, participating in class activities, helpful to those around you

Classroom Behavior Matrix

	Classroom Expectations	Entering the Classroom	Learning Environment	Transitions	Class Closure
Respectful	<ul style="list-style-type: none"> • Use kind words • Actively listen when others are speaking 	<ul style="list-style-type: none"> • Walk in and have a seat • Talk softly 	<ul style="list-style-type: none"> • Everyone has a right to learn • Support each other's efforts 	<ul style="list-style-type: none"> • Follow directions • Keep your voice low • Walk appropriately 	<ul style="list-style-type: none"> • Wait for dismissal by the teacher • Clean your workspace
Responsible	<ul style="list-style-type: none"> • Have your materials in class • Be on assigned websites only 	<ul style="list-style-type: none"> • Report directly to your seat • Have your materials ready 	<ul style="list-style-type: none"> • Do your best • Stay on task • Ask questions • Be careful with your computer 	<ul style="list-style-type: none"> • Move with a purpose within the allotted time 	<ul style="list-style-type: none"> • Turn in completed work • Collect homework assignment
Involved	<ul style="list-style-type: none"> • Complete work • Raise hands when asked 	<ul style="list-style-type: none"> • Begin posted assignment 	<ul style="list-style-type: none"> • Eyes on the speaker • Actively listening • Take notes 	<ul style="list-style-type: none"> • Help others to transition quickly and stay on task 	<ul style="list-style-type: none"> • Take your belongings, push in your chair, and line up at the back of the room

Classroom Behavior Interventions

The following steps will be employed if students choose not to follow classroom expectations:

1. Private "signal"
 - a. Pointing and "the look" are all examples of signals used to let the student know his/her behavior is unacceptable.
2. Verbal warning and reminder of appropriate behavior
3. Quick conference about behavior and reminder of appropriate behavior
4. Alternate setting
 - a. This may be another desk or chair in the room
5. Time out for student in another classroom
6. Silent lunch
7. After-school detention
 - a. This would also result in a phone call home

Makeup Work

Upon a student's return, it is his/her responsibility to obtain the make-up work and/or make arrangements with the teacher to stay after school. The student has the number of days absent plus 1 to complete make-up work.

Extra Help

If students need extra assistance with assignments, I am more than happy to help. I will be available to help students after school most Tuesdays and Thursdays, upon request.

Parent/Guardian Information

Please fill out and return with your child.

Student's Name: _____

Parent/Guardian Name(s): _____

Home Address: _____

Email: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Circle your preferred contact method.

Email Home Phone Work Phone Cell Phone

Please tell me anything you think I should know about your child?

