

**6th Grade Science Syllabus
Mrs. Cunningham
2020-2021
Room 11**



Course Description: 6th Grade Science is a rigorous academic course designed to support all students at their current level and encourage growth and development in their academic abilities. This course will enable students to understand, apply, analyze, evaluate, and create scientific concepts. Curriculum is based on the Next Generation Science Standards (NGSS). If you would like more information, you can visit this site for further information: <https://www.nextgenscience.org/>

Enduring Understanding: Everything is Everything! The natural world is interconnected. Students will be able to recognize that the natural world is made of systems and patterns that constantly affect one another. In the long run, students will be able to recognize systems and patterns in everyday life and have respect for the natural world and themselves because they are a part of it.

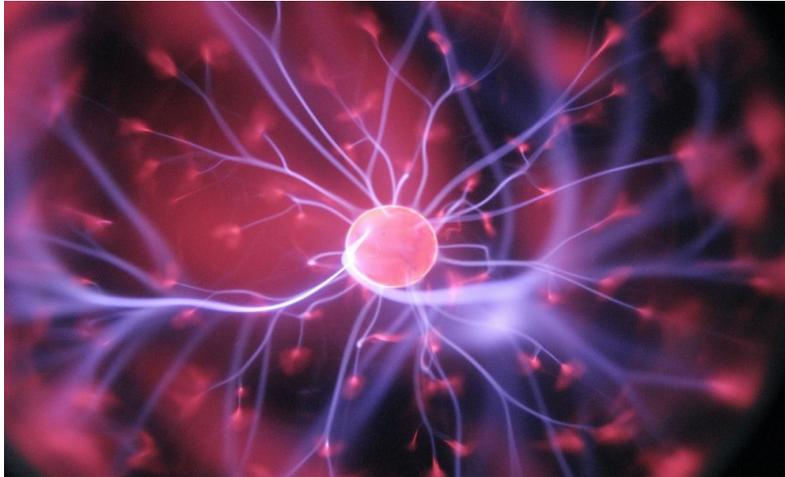
Weekly Schedule:

Monday: Investigation

Tuesday: Content Notes

Wednesday/Thursday: Resources and assignments

Friday: Quiz/Essential Question



Semester 1 Units of study:

Engineering and Design/Scientific Thinking

Energy

Water cycle, Weather and Climate

Semester 2 Units of Study:

Rock Cycling, Plate Tectonics

Natural Hazards

Organism growth, cells and systems

Staying Connected: If you need assistance or help in any way...

Please email me at:

tcunningham@paparts.net

Office Hours: Friday 10-10:54

Materials:

For online learning AND when we meet in person you will need:

1. Laptop/chromebook to access zoom meetings and google classroom for assignments
2. Science notebook (college ruled notebook)
3. Writing utensil (your choice)

Course Grades:

Homework: 25%

(assignments)

Participation: 30%

(do now, exit tickets, group collaboration/discussions)

Quizzes and Projects: 25%

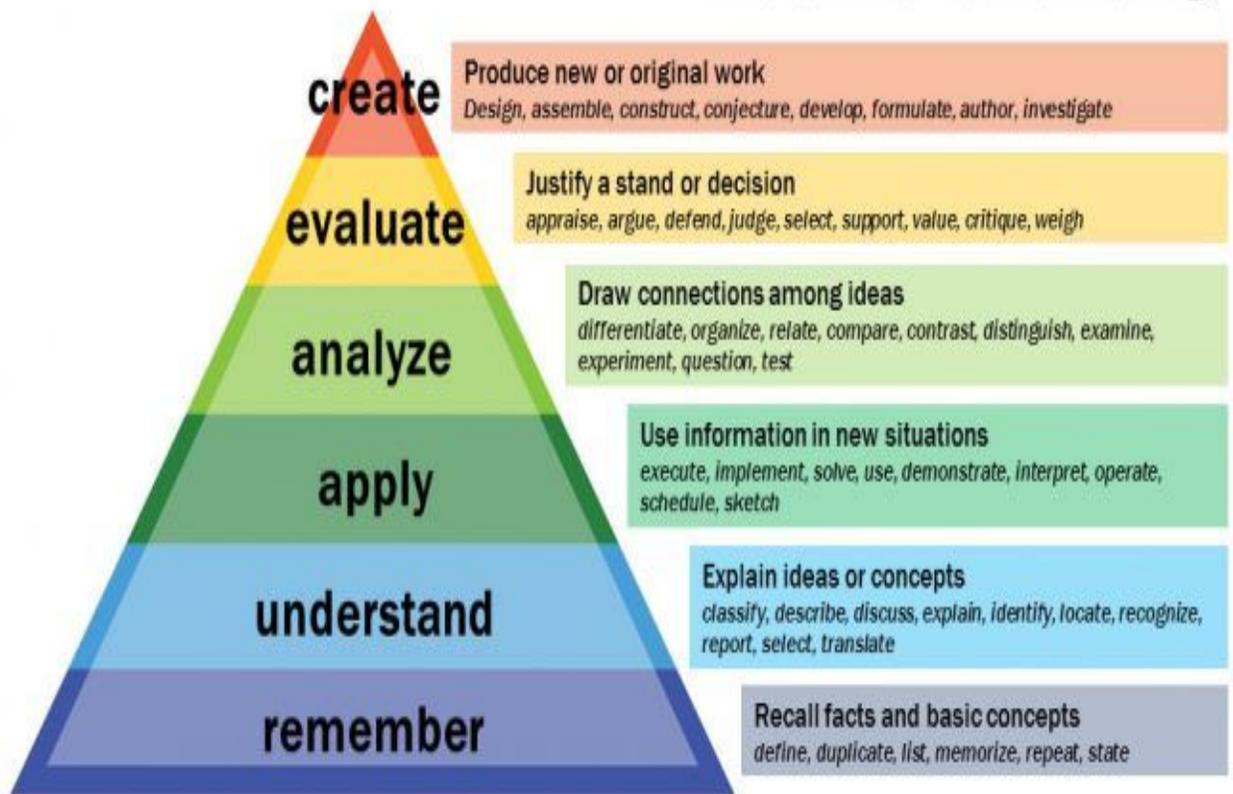
Tests: 20%

Late work is better than no work! Late work will be accepted, but you will only receive 50% credit for late work.

***Each unit will have a pre and post test to gauge student growth. Pretests are NOT graded. Student progress will be assessed weekly, and I will be in communication with students and families who are falling behind, or struggling with course content to create a plan for student success.**

*Early assignments in a unit will focus on vocabulary and recalling information. As the unit progresses, so will the rigor of assignments. That means it is expected that students will have enough knowledge on a topic to then understand, analyze, evaluate, and finally culminate in creating new or original work. I want to develop student's creativity and give opportunities for student created projects that reflect the student's talents and field of artistic expression.

Bloom's Taxonomy



Class expectations:

1. On Zoom, be muted with video on so I can see you and we can communicate with visual cues and stay focused on instruction/directions
2. Do your best work and proofread your assignments before submitting and submit on time
3. When working with a partner or a group, ALWAYS be kind and helpful.
4. Participate fully (please be present)
5. Have a growth mindset and realize that we learn the most in life when we make mistakes. I make mistakes, everyone makes mistakes and that is OK! I want to have a culture of error in our class. That means we support each other, and we take risks (which sometimes means we make errors). Remember, Thomas Edison failed over a thousand times before he got the lightbulb to work. He learned from his mistakes and he persevered through failure. That is a growth mindset!

Consequences for not following class expectations:

1st offense: warning

2nd offense: call home

3rd offense: contact administration

4th offense: parent/teacher meeting with administration

Follow expectations, and do your best! I promise to work hard for you and guide you to success in Science class.



