

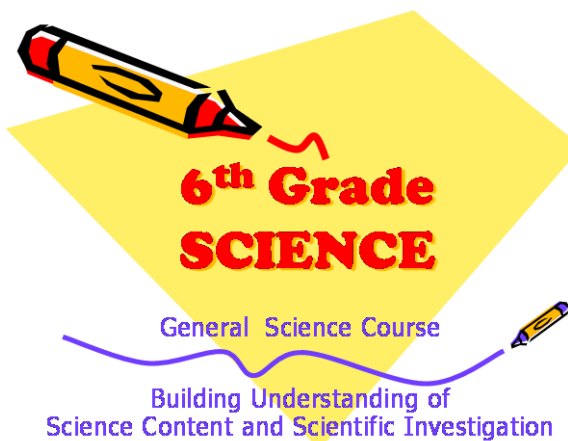
6th Grade Science



◆ Contact Information



◆ Course Description



Course Topics

- SCIENCE, TECHNOLOGY, & SOCIETY
- SCIENCE SKILLS & METHODS: Being a Scientist!
- ASTRONOMY & SPACE SCIENCE:
Our Place in Space
- LIFE SCIENCE: What is Life?
- ENVIRONMENTAL SCIENCE:
Ecology & Environmental Issues

◇ Science Supplies



Every day your child needs to bring certain items to class:

- Assignment Notebook
- Homework Assignments
- Positive Attitude!!



Other supplies will be stored in their assigned science drawer:

- Science Binder with 8 Tab Dividers
- Covered Textbook

Other supplies will be available to checkout from the team caddies:

- Pens, Pencils, Highlighters, Erasers, and Whiteout
- Colored Pencils, Markers, Glue, and Scissors

◇ Classroom Expectations

RESPECT

Treat Others
How You
Would Like
To Be
Treated!

尊敬

To feel or show deferential
regard for; esteem

Before acting, we ask ourselves...

- Is it necessary?
- Is it nice?
- Is it respecting others?
- Is it true?
- Will it hurt someone's feelings?

◇ Assignments & Grading

- Your child's grade is based upon mastering learning targets:

1. Student Learner Targets:

- Class Participation Points
- Group Participation Points
- Class Work
- Homework
- Following Directions

2. Science Skills & Process Learning Targets

3. Science Content Learning Targets

GRADING SCALE		
100 - 93	A	
92 - 85	B	
84 - 75	C	
74 - 67	D	
66 - 0	F	

◇ Student Grades

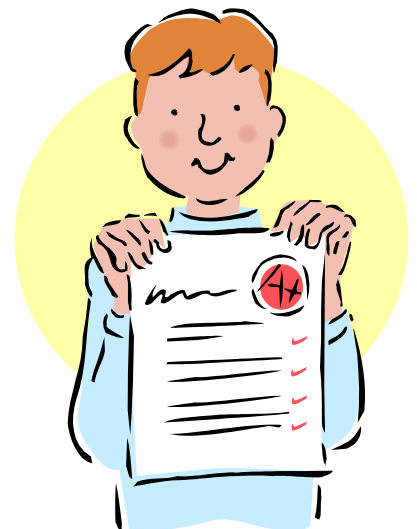
5.0	=	A+
		A
4.125	=	A-
4.0	=	B+
		B
3.125	=	B-
3.0	=	C+
		C
2.125	=	C-
2.0	=	D+
		D
1.125	=	D-
0-1.0	=	F

- In Science, students are assessed and assigned grades based on students understanding of specific learning targets. Instead of grades for assignments, quizzes, or tests, there are grades for each learning target. The learning targets are organized into three categories: (1) Student Learner Targets, (2) Science Skills & Process Targets, and (3) Science Content Targets.
- (1) Student Learner Targets refer to how successfully students participate individually and within groups, and how successfully students complete class work and homework.
- (2) Science Skills & Process Targets refer to students' ability to use science skills and scientific processes. These learning targets are the focus of the *Unit #1 Science Skills & Methods: Being a Scientist* and *Project: Science, Technology, and Society*. The learning targets will also continue to be embedded in the Science Content studies throughout the remainder of their science education. Throughout the school year, students may continue to master Science Skills & Process Targets. As a result, the grades for these learning targets may improve throughout the school year.
- (3) Science Content Targets refer to students' understanding of science content. These learning targets are the focus of the remaining units studied throughout the year, *Unit #2 Astronomy and Space Science: Our Place in Space*, *Unit #3 Life Science: What is Life?*, and *Unit #4 Environmental Science: Ecology and Environmental Issues*.
- Throughout the unit, grades for each learning target will be preliminary grades and entered into the grade book after students have completed rest stop quizzes and activities.
- At the completion of the unit, grades for each learning target will be final grades and entered into the grade book after students have completed their final assessment. Between rest stops and final assessments, students will be able to refine their understanding of a learning targets and demonstrate their improved understanding on final assessments.
- The learning targets are assessed using rubric system with a number between 0 and 5. This number is their rubric rating. Based upon their rubric rating, they are assigned a grade using the LJHS Grading Scale for each learning target.

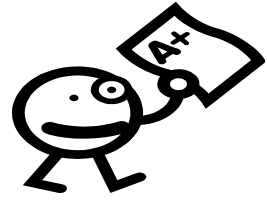
- In science, there is one grade book for the entire year which includes grades for each learning target. The grade book will have learning targets added as students are assessed for those learning targets. The end of the year grade will be determined by their final scores on all learning targets.
- In order to view your child's grades online:
 2. Go on www.lisle202.org
 3. Click on the Parent Connect tab on the right side of the page.
 4. Enter User ID & Password (These will be provided by the school to your child.)
- **Students** are encouraged to check their grade to ensure that the grade they receive on the rubrics match the grade on the computer. If a student or parent has a question about a grade, it is best for the student or parent to email the grade question to apark@lisle202.org and then have the student approach the teacher in class with their rubric or paper.
- When viewing a grade online or on a progress report, the following list of codes may help you understand the grade your child received.
 - **PAG** – Preliminary Assessment Grade. This indicates that the grade in the grade book is a preliminary assessment grade. This grade may improve on the final assessment if the student masters the learning target.
 - **ABE** – Student was Absent & Excused from the assignment
 - **ABU** – Student was Absent & Unexcused from the assignment. The child has as many days to make up the assignment as they were absent. If an assignment is due on the day they are absent, the assignment is then due on the day they return to class.
 - **ABC** – Assignment from an Absence have been Completed.
 - **DNH** – Student Did Not Hand in the assignment on the day it was due. If the child hands it in the next day, it will be one day late and earn 75% credit. Any day after one day late and before the end of the week, the assignment will receive 50% credit. If the assignment is not turned in by the end of the week, the student will be assigned to B.E.A.R.S. if possible or the grade will become an automatic zero (Noted by 0-FCA). Most assignments are sent to B.E.A.R.S. excluding some lab or classroom activities.
 - **INC** – Student turned in an assignment that was Incomplete or missing sections. If the completed assignment is not turned in by the end of the week, the student will be assigned to B.E.A.R.S. if possible or the grade will become an automatic zero (Noted by 0-FCA). Most assignments are sent to B.E.A.R.S. excluding some lab or classroom activities.



- **FCA** – Student Failed to Complete an Assignment on the day it was due or by the end of the week. This assignment cannot be sent to B.E.A.R.S. for completion. Therefore, the student will receive a zero on the assignment.
- **Late** – Students has turned in their work late.
- **L1** – One Day Late – Student earns 75% credit
- **L2** – Two or More Days Late – Student earns 50% credit
- **Bears** – Student did not turn in their assignment at all and the student has been assigned to B.E.A.R.S. after school on Tuesday and/or Thursday. They remain on the B.E.A.R.S. list and must attend B.E.A.R.S. until the assignment is completed. To be assigned to B.E.A.R.S., the assignment is more than two days late and not turned in by the end of the week.
- **BRC** – Student attended B.E.A.R.S. the week they were assigned to attend and completed the assignment. Student earns 50% credit and is removed from the B.E.A.R.S. list.
- **BRN** - Student attended B.E.A.R.S. after the week they were assigned to attend and completed the assignment. Student earns 0% credit, but is removed from the B.E.A.R.S. list.
- **RAR** – The Redoing of an Assignment is Required. If the assignment is not redone, the student will be assigned to B.E.A.R.S. if possible or the grade will become an automatic zero (Noted by 0-FCA). Most assignments are sent to B.E.A.R.S. excluding some lab or classroom activities.
- **RAC** – The Redoing of an Assignment has been Completed. The student's original grade and the improved grade will be averaged together for a final grade on the assignment.
- **NNP** – The student turned in a Paper with No Name. If the no name paper is turned in on time, the paper will not be considered a late assignment.
- **EQC** – The student misplaced their original assignment and elected to use their one Extra Quarter Copy on this assignment.
- **CHT** – The student was Cheating on the assignment. The student will receive an automatic zero on the assignment.
- **CPY** – The student was Copying another student's work. Both students will receive an automatic zero on the assignment.



When answering questions, it is helpful to use the following strategy! On your assignments, use R.A.I.S.E. as you answer questions and write responses!



R - **Restate the Question!**

A - **Answer the Question!**

I - **Make sure to include the Main Idea!**

S - **Support your answer with an extra sentence!**

E - **Edit your answer for understanding and errors!**



See other side for a sample.

SAMPLE R.A.I.S.E.

Question:

What is classifying?

Answer:

Classifying is grouping objects or ideas based on their similarities. For example, a grocery store classifies all the food into categories based on the type of food. Classifying helps organize the grocery store.

R-Restate the Question:

Classifying is...

A-Answer the Question:

...grouping objects or ideas based on their similarities.

I-Make sure to Include the Main Idea:

This means you should reread the question and make sure you are answering the question.

S-Support your Answer with an Extra Sentence:

For example, a grocery store classifies all the food into categories based on the type of food. Classifying helps organize the grocery store.

E-Edit your Answer:

This means you should reread your answer and make sure there are no spelling or punctuation errors.

Sixth Grade Team & Group Work Expectations

IN ALL 6TH GRADE CLASSES, SUCCESSFUL TEAM & GROUP WORK REQUIRES:

- Reviewing the instructions, directions, or goals as a team/group to ensure that all team/group members understand.
- Students to RESPECT and LISTEN to each other.
- Being open-minded and carefully considering the opinions expressed by all team/group members.
- Approaching the task on the basis of logic not preconceived notions.
- Making sure every team/group member expresses an opinion on each issue.
- Avoiding changing your mind merely to avoid conflict.
- Only supporting solutions with which you are able to agree at least somewhat.
- Avoiding “conflict-reducing” techniques (such as voting or trading concessions) too early in the process and entirely if possible.
- Viewing differences of opinion as a help, rather than a hindrance. *They reveal issues that might otherwise be overlooked!*
- All team/group members to participate fully and share responsibilities.



TEAM & GROUP WORK PARTICIPATION:

- Students who do not follow all team/group work expectations and requirements may be expected to complete the project independently.



- The teacher must be informed if any team/group member is not fully participating in the team/group activity.
- If the teacher is not informed of a lack of participation before project completion, all team/group members will receive appropriate credit.

