THERON L. SWAINSTON MIDDLE SCHOOL 19/20

6th Grade Science

School-Wide Rules (Safety, Organization, Achievement, Respect)

1. Keep food and drink in the cafeteria
2. Keep hands, feet, objects, and unkind words to yourself
3. Hats, unacceptable clothing, hoop earrings and other nuisance items will be confiscated and returned only to a parent/guardian.
4. Regulation 5131 states: All jeans, pants, and trousers must be secured at waist level. **Sagging is strictly prohibited.**
5. Regulation 5136 states: The use of personal cell phones, beepers, pagers or any other electronic communication devices is prohibited on all district school campuses during the instructional day. As long as use is not disruptive, students may use these devices during scheduled lunch periods and while on the bus to text or make phone calls. These devices must remain off during instructional time, including any time between classes. These items will be confiscated if used other than the times indicated above and if used in a disruptive or threatening manner. Also, Theron L. Swainston Middle School will not be responsible for lost or stolen electronic communication devices.
6. IPods, MP3 players, and any electronic devices or nuisance items are not permitted on campus. If students choose to bring the items to school, and they are lost or stolen, Theron L. Swainston Middle School will not be responsible for conducting any type of search or investigation to help retrieve them. Students are encouraged to leave all items of value at home.
7. Place all litter in trash cans
8. Students will be prepared and ready for instruction daily
9. Refrain from chewing gum on campus
10. Show respect for yourself, others, and school property

Thunderbird Norms

1. No one has the right to hurt another person.
2. Education and the classroom are essential priorities.
3. Show pride in your school.
4. Always act as a respectful lady or gentleman.
5. Never behave in a way to misrepresent yourself, your family, your peers, or your school.

Course Expectations

Science 6-Accelerated

BEHAVIOR- Possible consequences

Progressive Discipline Procedures

- 1st Offense - Verbal Warning
- 2nd Offense - Parent Contact & Teacher Consequence
- 3rd Offense - SISP Referral (Conference w/ Counselor)
- 4th Offense - SISP Referral (Parent Conference w/ Counselor & Teachers)
- 5th Offense - Infinite Campus Discipline Referral

Students engaging in severe classroom disruptions will be subject to immediate dean's referral and discipline.

TARDY POLICY & ABSENCES

1st - Warning & SISP Referral

2nd - Parent Contact & SISP Referral (Teacher Consequence)

3rd - SISP Referral (Conference w/ Counselor)

4th - SISP Referral (Parent Conference w/ Counselor & Teachers)

5th - Infinite Campus Discipline Referral

Textbook: *At this time, there is no assigned textbook for this course. All reading materials will be provided by the teacher on an as-needed basis.*

Course Description: Sixth grade is now using Next Generation Science Standards (NGSS). Within the (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard or performance expectation, and each dimension works with the other two to help students build a cohesive understanding of science over time. The three dimensions are Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas. This one year course for sixth grade students focuses on understanding the

living systems on Earth, and how weather, climate, and human behavior impact and influence the Earth. The National Research Council's Framework (NRC) describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. Critical thinking, collaboration, accuracy, and communication skills will be used as students extend their scientific knowledge. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

I. Course goals:

- To model the flow of water as it changes state through the hydrologic cycle and investigate the role of energy and gravity in the Earth's systems. [MS-ESS-2-4]
- To develop an understanding of the relationship between energy and temperature and to engineer a device that maximizes or minimizes thermal energy. [MS-PS-1-4, MS-PS-3-3, MS-PS3-4, MS-PS3-5]
- To explain how complex interactions of air masses, the unequal heating of the Earth's surface, and the rotation of the Earth cause patterns in meteorological phenomena affecting weather and climate. [MS-ESS2-5, MS-ESS2-6, MS-ESS3-2]
- To evaluate evidence of the natural processes and human activities which contribute to the rise of global temperatures. [MS-ESS3-3, MS-ESS3-5,
- To analyze the impact humans have on the environment and design solutions that monitor and minimize effects. [MS-ESS1-1, MS-ESS1-2]
- To provide evidence that living things are made of one or more specialized cells and model how the cell and its parts contribute to the function of the cell. [MS-LS1-1, MS-LS1-2]
- To compare genetic outcomes that result from sexual and asexual reproduction. [MS-LS-3-2]
- To examine environmental and genetic factors as well as the behavioral and structural traits that influences the reproduction and growth of plants and animals. [MS-LS1-4, MS-LS1-5]
- To develop a conceptual understanding of the hierarchical organization of organisms emphasizing the interdependence of body systems and their response to stimuli. [MS-LS1-3, MS-LS1-8]

II. Course Syllabus. The following syllabus is what we will be following throughout the year:

1st Semester

- **Nine Weeks**
  - Unit 1: Thermal Energy
- **Seven Weeks**
  - Unit 2: Weather and Climate
- **Five Weeks (will continue over onto second semester)**
  - Unit 3: Human Impact
  - 1st Semester Research Paper
  - 1st Semester Final Exam

2nd Semester

- Unit 3: Human Impact (continued)
- **Seven Weeks**
  - Unit 4: From Cells to organisms

- **Five Weeks**
  - Unit 5: Body Systems and Information Processing
  - 2nd Semester Research Paper
  - 2nd Semester Final Exam

Accelerated students are required to complete a science fair project and participate in the Science Fair

III. Course activities

- Laboratory activities
- Class presentations
- Group activities
- Individual & Group projects
- Engineering and designing

IV. Evaluation

- Criteria for arriving at students grades (Percentages Broken Down)
  - Assessments – Tests, Quiz 50 %
  - Projects 30%
  - Class work/Labs 15 %
  - Homework/Participation 5 %

Semester Grades

- Quarter One & Two = 45 % each - Semester Exam = 10%
- Quarter Three & four = 45% each - Semester Exam = 10%

- Explanation of student grades
  - A 100 – 90%
  - B 89 – 80%
  - C 79 – 70%
  - D 69 – 60%
  - F 0 – 59%

- How and when students will be advised of their grades
  - Parents and students are urged to check the Infinite Campus Portal system regularly. Passwords are available in the back office of the registrar.
  - Grades will be posted in the classroom, and will be updated on a regular basis.

- Citizenship/Behavior Expectations

  Students are expected to follow the **CLASS** Acronym for rules.

  1. **C**ome to class prepared and on time.
  2. **L**isten to the teacher and your peers.
  3. **A**ct responsibly and respectfully.
  4. **S**it in seat or designated area.
  5. **S**tay focused and on-task.

  - Students are expected to follow the **STAR** Acronym for on-task behavior
    1. **S**it up straight and tall.

2. **T**rack the speaker.
3. **A**sk/Answer questions intelligently.
4. **R**espectful above all else.

- In addition to following the **CLASS** rules and **STAR** Acronym for on-task behavior, students will be expected to follow procedure and rules in the Theron L. Swainston Student Safety Agreement.

- Make-up Work
  - Students are responsible for asking for their make-up work upon their return.
  - Students are given 3 days to complete make-up work for *excused* absences. If more time is required, students must make arrangements with the teacher.
  - Late work will be accepted for a reduced grade.
  - Extra credit will not be offered if the student is missing assignments.

- Absences/Excused Absence Notes are turned into the dean's office before or after school.

- Notebook Expectations/Responsibilities

  Students are expected to show all work in their composition notebooks. As there are no textbooks to be sent home, the composition notebook will be their only way to study.

V. Supplies needed for this course

- 2 Composition Notebooks: One hundred page composition notebook will be used to hold **ALL** of the student's notes. As there are no textbooks to be sent home, this will be their only way to study. We anticipate that students will need approximately one composition notebook a semester.
- 1 package of color pencils/or crayons
- 2 glue sticks
- 1 pair of scissors
- 1 package of loose-leaf paper
- 1 box of tissue
- ***As part of the new Next Generation Science standards that have been adopted by CCSD beginning the 2015-2016 school year, students will be required to engineer and create many projects throughout the course. Although most materials will be provided by the teacher, some will need to be provided by the student. The teacher will send home a letter at least one week in advance to inform the parent or guardian of necessary materials needed from the student. If there are any difficulties in bringing the assigned materials, please notify the teacher as soon as possible so that alternative arrangements can be made.***

- Explanation of fees (if applicable)
  - Individual Notebook (If it is lost, notebooks will be available for purchase in the library or student store.)
  - Fees apply if lab equipment is damaged

VI. Teacher's hours of availability

- Before School M, W 7:15-7:45 AM
- After School 2:11-2:25 PM

Theron L. Swainston Student Safety Agreement

PURPOSE

Science is a hands-on laboratory class. You will be doing many laboratory activities that require the use of hazardous chemicals. **Safety** in the science classroom is the **#1 Priority** for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in the student safety contract. These rules must be followed at all times. Two copies of the contract are provided. **Both you and a parent/guardian must sign one copy before you can participate in the laboratory.** The second copy is to be kept in your science notebook as a constant reminder of the safety rules.

GENERAL GUIDELINES

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal directions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
3. When first entering a science room, do not touch any equipment, chemicals, or other materials until you are told to do so.
4. Do not eat food, drink beverages, or chew gum in the laboratory.
5. Perform only those experiments authorized by the instructor. Carefully follow all instructions both written and oral.
6. Read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. Horseplay, practical jokes and pranks are dangerous and prohibited.
7. Work areas should be kept clean and tidy at all times.
8. Keep aisles clear. Push your chair under the desk when not in use.
9. Know locations and operating procedures of all safety equipment.
10. Dispose of all chemical waste properly. Never mix chemicals in sink drains.
11. Set up and use the prescribed apparatus as directed in the laboratory instructions or by the teacher.
12. Keep hands away from face, eyes, mouth and body while using chemicals. Wash your hands with soap and water after performing all experiments. Clean, rinse, and wipe dry all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
13. Experiments must be personally monitored at all times. You will be assigned a lab station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.
14. Students are never permitted in the science storage rooms or preparation areas.
15. Know what to do if there is a fire drill during a lab period; containers must be closed, and any electrical equipment turned off.
16. Any time chemicals or glassware are used; students will wear safety goggles. There will be no exceptions to this rule.
17. Dress properly during a laboratory activity. Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the laboratory, and must be secured. Shoes must completely cover the foot, NO sandals allowed.

ACCIDENTS AND INJURIES

1. Report any accident or injury to the teacher immediately.
2. If a chemical should splash in your eye(s) or on our skin, immediately flush with running water from the eye wash station or safety shower for at least 20 minutes. Notify the teacher immediately.

HANDLING CHEMICALS

1. Do not touch, taste or smell any chemicals unless instructed to do so.
2. Check the label on chemicals bottles twice before removing any of the contents. Take only as much chemical as needed.
3. Never return unused chemicals to the original containers.
4. When transferring reagents from one container to another, hold the container away from your body.
5. Never remove chemicals from the laboratory classroom.
6. Take extreme care when transferring chemicals from one part of the room to another. Hold them securely and walk carefully.

HANDLING GLASSWARE AND EQUIPMENT

1. Never handle broken glassware with your bare hands.
2. When removing an electrical plug from the wall socket, grasp the plug, not the cord. Hands must be completely dry before touching an electrical switch, plug or outlet.
3. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
4. Report damaged equipment immediately.
5. If you do not know how to use a piece of equipment, ask for help.

STUDENT AGREEMENT

I, _____, have read and agree to follow all of the safety rules set forth in this contract. I realize that I must obey these rules to insure my own safety and that of my fellow students and instructors. I will cooperate to the fullest extent with my instructor and fellow students to maintain a safe lab environment. I will also closely follow the oral and written instructions provided by the instructor. I am aware that any violation of the safety contract that results in unsafe behavior on my part may result in being removed from the laboratory.

_____

Student signature

_____

Date

PARENT/GUARDIAN AGREEMENT

Dear Parent/Guardian,

We feel that you should be informed regarding the school's effort to create and maintain a safe science classroom/laboratory environment. With the cooperation of the instructors, parents and students, a safety instruction program can eliminate, prevent and correct possible hazards. You should be aware of the safety instructions your son/daughter will receive before engaging in any laboratory work. Please read the list of safety rules above. No student will be permitted to perform laboratory activities unless this contract is signed by both the student and the parent/guardian and is on file with the teacher. Your signature on this contract indicates that you have read this Student Safety Contract, are aware of the measures taken to insure the safety of your student in the science laboratory, and will instruct your student to uphold his/her agreement to follow these rules and procedures in the laboratory.

_____

Parent signature

_____

Date

Please sign and return this page and the safety agreement ONLY.

Course – Science 6 Accelerated

Swainston Middle School Course Expectations 19/20

Student's Name:	Student's Number:

Student:

❑ I have read and understand the school rules listed above.

❑ I have read and understand the progressive discipline steps for inappropriate behavior and tardies.

❑ I have read and understand the course expectations provided for this course.

_____ _____

Signature of Student Date

Parent/Guardian:

❑ I have read and understand the school rules pertaining to my child.

❑ I have read and understand the progressive discipline steps for inappropriate behavior and tardies.

❑ I have read and understand what is expected of my child in this course.

_____ _____

Signature of Parent/Guardian Date