

Social Studies

Mr. John Holtz

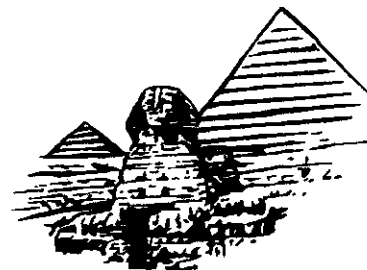
Course Objectives

The goal of civics/government, economics, geography and history (social studies) courses are to:

- ◆ enable students to acquire knowledge, skill, and judgment to continue to learn for themselves the social sciences
- ◆ participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national and international issues
- ◆ enrich private life while delving into the lives of those in the past

Student Resources

- ◆ TCI History Alive Text
- ◆ TCI Online Resources
- ◆ Notebook with handouts
- ◆ Internet



Teacher Resources

- ◆ TCI History Alive Text Book
- ◆ TCI Online Resources
- ◆ Interact simulation activities
- ◆ Various primary and secondary documents

Course Schedule

Ancient civilizations through the Renaissance is covered, specifically by:

- ◆ Geography and Basic Review
- ◆ Mesopotamia
- ◆ Egypt
- ◆ Israel
- ◆ India
- ◆ China
- ◆ Greece
- ◆ Rome and the Fall of
- ◆ Post Roman Europe and the Age of Exploration

Course Evaluation

General Points: = 15%
(homework, bell work, participation)

Projects: = 25%
(including yearlong portfolio)

Quiz: = 20%

Test: = 40%

Late Work: There will be a 30% deduction on all late work in social studies. It is very important that when homework is assigned it is done correctly and on time.

Contact Information

- ◆ Email: jholtz@usd232.org
- ◆ Phone: 422-1100, Ext. 2371

Pathways 2018-19

Mrs. Lisa Shryock ~ 6th Grade North

lshryock@usd232.org

422-1100 ext. 2752

Course Description

Pathways is a project based learning course where students will build 21st century skills through critical thinking, creativity, collaboration, and communication. Themes and subjects explored in this course introduce students to Individual Plans of Study, which allow them an opportunity to explore educational and career paths that align with their interests.

Class Guidelines

Be Respectful, Responsible, and Safe!

Class Goals

- Students will practice and develop skills related to the four Cs: collaboration, communication, creativity, and critical thinking.
- Students will build a strong work ethic and manage their time wisely.
- Students will be respectful of everyone and their Ideas.
- Students will work collaboratively, keep an open mind, and demonstrate patience while listening to others.
- Students will research and explore their interests.
- Students will have fun while demonstrating their learning through creative projects.
- Students will utilize technology to enhance their learning.

Each quarter will consist of approximately 2-3 projects in addition to daily activities and lessons.

Grading Guidelines

Grades will be based on a total point scale. *Note: projects will be worth more than daily assignments.* Grading categories include: assignments, projects, and participation.

Make-Up Work Policy

Students who are absent are expected to check in with their teacher and make up what they missed. They will need to check the assignment calendar and absent folders. Here they will find the activity/assignment for each day, as well as any handouts and homework that was given. If working on a group project, students will be responsible for talking with their group to determine what they need to do to ensure the group stays on track with project deadlines.

Late Work: Work not completed on time will be docked 10%. Work that is excessively late may be docked up to 30%.

6th Grade Math Course Outline

Mrs. Danielle Krumme

Contact Info:

Email – dkrumme@usd232.org
 Phone – (913) 422-1100

Plan Time

3rd Hour (9:43-10:33am) – Personal Plan
 (I will do my best to return all calls, within 24 hours)

Class Objectives:

Using the Common Core State Standards, students will...

- make sense of problems and persevere in solving them
- reason abstractly and quantitatively
- construct viable arguments and critique the reasoning of others
- model mathematics
- use appropriate tools strategically
- attend to precision
- look for and make use of structure
- look for and express regularity and repeated reasoning

***Link to 6th grade Learning Goals

Units of Study:

Number and Operations in Base Ten

The Number System

Expressions and Equations

Geometry

Statistics and Probability

Materials:

Please have these on a daily basis.

- Binder
- Pencils
- Composition Notebook
- Textbook (Carnegie)
- Loose Leaf Paper
- Dry Erase Markers
- Earbuds

*Please note that we will use devices regularly in class. Please read about this below!

BYOD:

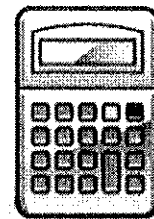
Students will be allowed and encouraged to bring their device to class on most days. There will be a sign outside my door that will inform the students if it is a *BYOD* day or a *No Device* day. On *No Device* day's students will be expected to keep devices silent and put away.

When using a device in the classroom, students are expected to be following classroom directions for acceptable use and it is only to be used for educational purposes. MTMS BYOD policy will be implemented for any inappropriate use of devices during class.

If students do not have a device or forget to bring it, there is a limited number of classroom tablets students are welcome to use or share with other students.

Google Classroom/ Online materials:

-Google Classroom is the online learning platform we will be using this year. This is where you will find course information for the class, including online materials. I will post video lessons and notes here, so that students can access information at home.



Interactive Student Notebook:

Students will need to provide a composition notebook to serve as their interactive student notebook (ISN). Students will maintain an interactive student notebook for this class, consisting of guided notes, practice problems and important handouts. Students will maintain and keep their ISN throughout the entire school year. Students will be able to reference the ISN to review concepts and aid them if struggles arise. The ISN will be checked (at minimum), twice a quarter and recorded as a work habits assignment for responsibility and accountability. (21st century skills)

Grading Mission

In math class, we strive to ensure that academic reporting represents student learning and understanding of standards.

Grading Principles:

- Differentiation of instruction is essential in order for students to grow and progress.
- Students are given multiple opportunities to show mastery, therefore no extra credit is given.
- Additional learning accompanied with instruction of topics, as needed, must happen in order for a reassessment to occur.
- Students will be allowed multiple opportunities to demonstrate proficiency in various ways. When proficiency is demonstrated, students will be given the opportunity to extend their learning.
- Essential learning standards must ALL be met at the 3.5 level or higher.
- Additional Assessments (Revisions) aren't allowed until practice work has been completed. See policy!
- There will be times that students are expected to do practice work outside of the school day.
- Independent practice will be meaningful, purposeful, of high quality and aligned with learning goals.
- The teacher will determine proficiency by considering multiple points of data, emphasizing the most recent data and provide evidence to support their determination.
- Students will have multiple opportunities for practice before the learning goals are assessed for a proficiency score and feedback must be given by the teacher (via practice work, quick checks, and verbal conversations).

Grading Process

Overview:

-Based on the Mission and Principals outlined above, grades assigned in math class will be influenced by 4

categories: practice work, quick checks, work habits, and assessments.

- Practice work will be utilized to grow students understanding of the learning goal.
- Quick checks will be utilized to monitor progress and influence instruction of the learning goal.
- Work habits will be utilized to track 21st century skills (work completion and speaking/listening)
- Assessments will be utilized to determine proficiency on each learning goal.

-This means that practice work and quick checks are assigned, checked, monitored, and recorded for the student's/parents awareness as well as the teachers. They will not count towards the final grade, but will serve as a means of monitoring progress.

-There will be a separate category for work habits that will show reports of work completion and speaking /listening skills. These grades will not count towards the final grade, but will indicate 21st century skills.

-Each learning goal will be calculated by using a final assessment. The rubric will be the same for each assessment (see below), focusing on the criteria for proficiency and mastery. At the end of the quarter, final grades will be calculated by averaging the total scores for all learning goals.

Practice Work:

- When practice work is assigned, the teacher has deemed the assignment essential for understanding the learning goal. It is expected that the student completes this work in preparation for the next day.
- All practice work will be checked and recorded at the beginning of class.
- If the student does not come to class prepared, they are still required to complete the assignment and submit it late to help prepare for the final assessment.

-Working lunch/or penalty boxes can be issued if the student has repeated issues with submitting practice work. -I will also email home if this becomes an issue, but I encourage parents and students to view the Eagenda and Skyward on a daily/weekly basis.

Re-Assessment Policy:

-It is essential to know that the focus in math class is on learning each standard. I want students and parents to comprehend what their child is learning and accomplishing, as well as WHY they are getting the assigned proficiency score.

-If a student is unsatisfied with an assessment score for a learning goal, it is up to the student to re-learn and re-assess following the re-assessment protocol. There will never be a reduction in a score for re-assessing. Re-assessments will replace the original score with no penalty.

-Please note that when re-assessing, we will be looking at a student's effort on practice work and quick checks. If things are missing or were not submitted, this will most likely have directly affected the final score. Our goal is to be pro-active in addressing misunderstandings before the final assessment arrives. RE-DO's on practice work is encouraged.

Re-Assessment

Protocol:

- Make sure all practice work and quick checks are reviewed and completed at a 4.0 proficiency or higher. If not, re-do and submit to teacher.
- Make corrections on assessment.
- Parent must sign off on corrections.
- Make an appointment with the teacher and review assessment corrections and misunderstandings; before, after school, during lunch.
- Complete re-assessment at one of the above listed times after you have studied.

Grading Rubric:

The following Rubric is used to determine proficiency on all assessments.

Statement	Level of Understanding	Statement	Key Descriptor Terms	Percent
Exceeding (E)	5	Student exceeds criteria by: <ul style="list-style-type: none"> Showing understanding of the learning goal on a performance based level (beyond the 6th grade level with complex problems). Communicating about his/her thinking and how the learning goal applies to life beyond the problem. 	<ul style="list-style-type: none"> Performance Based Tasks Above and Beyond grade level expectations Real world problems Create Evaluate Analyze 	100%
Secure (S)	4.5	Student meets criteria by: <ul style="list-style-type: none"> Showing understanding of the learning goals using standard procedures and alternative methods. Communicating his/her thinking and applying their understanding to real world problems. Finding their own mistakes. 	<ul style="list-style-type: none"> On grade level expectations Real world problems Standard algorithm Alternative methods Understand Apply Reflect 	90%
Secure with assistance (D)	4	Student meets criteria by: <ul style="list-style-type: none"> Showing understanding of the learning goal using standard procedures with little or some support. Communicating a basic understanding of the concept. Explaining his/her thinking, but may be limited when applying it to real world problems. 	<ul style="list-style-type: none"> On grade level expectations Standard Algorithm Some Real World problems 	80%
Developing (D)	3.5	Student is working towards criteria by: <ul style="list-style-type: none"> Showing understanding of the learning goal using standard procedures only. Displaying gaps in concept and needing support. Displaying limited communication about the concept. 	<ul style="list-style-type: none"> Some on grade level expectations Standard algorithm only No Real World problems Needs support 	70%
Beginning (B)	3	Student shows very limited to no understanding of criteria by: <ul style="list-style-type: none"> Being unable to complete a sufficient amount of the questions, or being unable to start any of the problems by his/her-self. Being unable to communicate his/her misunderstandings. 	<ul style="list-style-type: none"> Not ready yet Needs support Re-teaching recommended Re-assessing recommended 	60% (student needs to follow re-learning process and will need to re-assess)

Student Signature _____

Parent Signature _____

English Language Arts (ELA) 2018-2019

*Ms. Preston
6th Grade North*

Class Objectives:

Sixth grade students will learn...

- How to develop reading comprehension strategies for a variety of texts.
- Identify and apply a variety of literary terms and concepts.
- Develop higher-level thinking skills, and the ability to think critically about a text through the use of compare and contrast and close reading strategies.
- To express their ideas through writing, use of technology, and speech.
- To write in a variety of formats, for a variety of purposes, and in varying lengths.
- The steps of the writing process to improve their writing.
- Editing skills to communicate their ideas clearly.

Class Guidelines: You will be successful when...

- you are “Respectful, Responsible, and Safe” Timberwolves!
- you are in your seat with all materials and are working on bell work when the bell rings.
- you are open-minded to and respectful of ideas/opinions other than your own.
- you do nothing to interrupt anyone’s learning – including your own!
- you come prepared to learn, have fun, and smile.

What will you learn in ELA?

- Reading
 - Reading strategies for fiction and nonfiction texts. Texts include, but are not limited to, novels, short stories, and poems.
 - Literary terms: characterization, plot development, conflict, figurative language, author’s purpose, figurative language, and mood v. tone.
 - Root Words
- Writing
 - Learn and practice various forms and structures of writing, including narrative, research, informative, and argument
 - Methods: the writing process, six traits of writing, paragraph and sentence structure, conferencing, peer and self-evaluation
 - Skill building: parts of speech, conventions/spelling, word choice, development/expansion of ideas
- Listening/Speaking
 - Collaborate with peers to learn and develop ideas
 - Work with others to create and share both formal and informal presentations

Grading Guidelines

Grades will be based on a total point scale. *Note: tests and projects will be worth more than daily homework.* Grading categories include: Tests, projects (writing), quizzes, homework, and participation.

Make-Up Work Policy

Students who are absent are expected to check the handout folder located at the front of the classroom for handouts they missed on the day they were gone. *It is the student's responsibility to gather the materials they missed PRIOR to speaking with Ms. Preston about what he/she missed.* Seminar (on Wednesdays) and study skills ELT classes are great times for students to discuss what they missed with Ms. Preston and make up work/seek help with assignments.

For excused absences, you will have **two days** for every day you miss to make up an assignment. If you are absent for an extended period of time, we will discuss the assignments and when they are due to best meet your needs. *Please note: If it is a long-term project or quiz, it is still due on the assigned date.*

Late projects will receive a penalty of 10% off per day, up to 30% off the total score that is earned. Late assignments are any assignments not turned in on the assigned due date at the start of class. **Typed assignments must be printed/turned in prior to the start of class in order for them to be considered turned in on time.**

Communication:

- **Skyward** is used regular to communicate with parents. I will send emails out letting you know about upcoming units, tests, projects, etc. I want you to be in the know, so I will do my best to be up front and let you know what is happening in class.
- **Google Classroom** will be the primary web resource for this course. This is where students will post their formal, processed pieces as well as access regular homework. Although the platform's webface appears like other social media, students will be trained and expected to interact with it academically.
- **Blackboard** is the web resource that will serve as a digital storage platform. I will post additional handouts/resources here for students. This is a great place to visit if you've been absent, misplaced an assignment, or need to review. Students will be trained on how to use Blackboard.

Questions or Concerns? Email (kpreston@usd232.org) is the best way to get a hold of me, but I am also available via phone (913-422-1100 ext. 2882) before/after school and during my plan periods (9:45 a.m. - 10:30 a.m. and 12:30 p.m. - 1:15 p.m.).

6th North Science Syllabus



Contact Information

- Miss Broddle
- sbroddle@usd232.org
- Room 104
- 913-422-1100 ext. 2128



Class Outline

For this course, we will cover the following topics:

1. Scientific Inquiry, measurement and safety.
2. Chemistry and Matter
3. Sound and Light Waves
4. Energy
5. Forces

Be respectful. Be responsible. Be safe.

Hello! My name is Miss Broddle and I teach 6th North Science and coach 7th grade volleyball. I recently graduated from Kansas State University with my degree in Elementary Education and endorsed in ESL and Middle School Science. Although my diploma says I am a Wildcat, I am a Jayhawk at heart (and always will be). This year will be my third year teaching and I could not be more excited! Although I am Miss Broddle now, I will not be all year long. I am getting married in November and will be Mrs. Morris! I grew up in Olathe and I know De Soto is one of the best districts I could teach in. I have two siblings, an older brother and a younger sister as well as some furry relatives. I have three dogs in all: Marlow, Lacey, and Annie. I am passionate about the people in my life, watching and playing sports, coffee, and of course teaching. I cannot wait to invest in each one of my students to make 6th grade their best year yet! Please do not hesitate to reach out to me if you and your family need anything at all from me. I value open communication and will always welcome it. Welcome to the team!



Grading & Policies

Formatives:

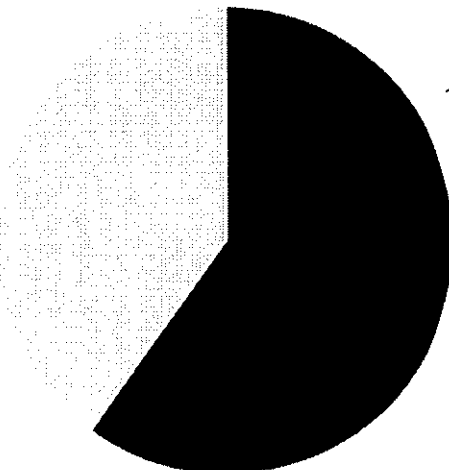
Daily Assignments: 15%
Labs: 25%

Summatives:

Quizzes: 25%
Tests: 35%

Late Policy:

Get your work in on time! We will meet if this becomes an issue.



Make-up Policy:

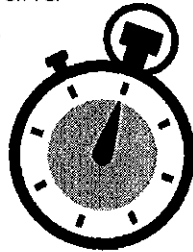
You may make up any missed assignments during your excused absence. Please see me for make-up work.

Additional Policies

Academic Help

I am willing to meet with you during seminar, ELT, before or after school to help you. Please let me know in advance, and we can work together to schedule a time that works for both of us.

You may also email me for help, and I will respond as soon as possible.



Technology



We will be utilizing various resources to access the Internet to research and review material. Our policy is to Bring Your Own Device (BYOD). You must hold yourselves to high expectations when you use these resources. Your time must be spent well.

Unless I specifically say that you may have your cell phones out, you must keep them away at all times.

Expectations and Goals

In this course, we will be working together to learn about the physical world around us. We will be exploring various concepts to become better scientific thinkers and researchers. You will be held to high expectations both academically and behaviorally. Strive toward reaching your goals. Incomplete work, poor attitudes, and other non-productive behaviors will not put you on a path for success. If you are struggling at any point, please see me so that we can work together to come up with the best plan for your success.

Other Policies

- I encourage bringing bottled water in the classroom to continually stay hydrated.
- Please raise your hand to contribute to conversation unless otherwise instructed – talking while others are talking is disrespectful.
- Do not interrupt valuable instruction to ask to go to the bathroom. Please wait for an appropriate time.
- Come prepared to class with your materials and a positive attitude.
- Be respectful to everyone.
- Clean up after yourself, especially on lab days.
- Respect the property in the classroom.
- Be an active participant in the classroom.