**6th grade Advanced Science Syllabus**

Nina Stiell- nstiell@mcpss.com

**Course Description –** The emphasis of this course will be on grade level course objectives, scientific inquiry, and the engineering and design process. Students will be expected to participate in group learning and laboratory activities that align to their grade level course of study.

**Course Requirements/Procedures –**The following will be expected of all students:

* Maintain an organized, up-to-date binder (checked for a grade 4 or more times per quarter).
* Utilize their binder/planner to keep track of homework and due dates.
* Complete assigned projects ( up to 2 per quarter)
* Follow ALL lab safety rules and procedures (Lab activities may count as a major grade)
* Create and interpret models that represent the natural world and processes
* **Course Calendar –** Refer to the calendar below for a summary of the quarter. When assignments are made, students will be given specific due dates.

|  |  |
| --- | --- |
| **FIRST QUARTER** |  |
| Quarter 1 Begins | Wednesday | August 9 |
| Holiday- Labor Day | Monday | September 4 |
| Progress Reports Issued | Week of | September 5 |
| Quarter 1 ends | Friday | October 6 |
| Teacher Work Day | Monday | October 9 |

**Supplies Needed:**

* Binder with 4 dividing tabs
* Loose-leaf paper
* Pencils
* Paper towels (optional)
* Hand sanitizer (optional)
* Highlighter (personal items)
* Colored pencils (personal items)



**Grading System –** Major grades such as exams, writing assignments, labs

and projects count as 60% of the grade; homework, notebook checks, and daily work such as quizzes and classwork counts 40%. All assignments count as a grade.

**Absences/Make-up Work –** Students are responsible for completing all assignments. When a student returns from an absence of any length, he/she can check their weekly Padlet to identify and record missed assignments. Missed assignments must be submitted within 1 week of the students return to receive full credit; completed late make-up work will be given a grade of 50%.

**Evaluation and Homework–** An average of at least one weekly exam or project will be given. Students are assigned homework on an as-needed basis.

**Planning and conference time –** When school days are on a regular schedule, I am available to meet with parents during 5th period (my off period). Contact the office at 221-2148 to schedule a conference.

**Remind Parent Notifications-** Remind 101 is a parent and student notification program. This program allows me to send notifications of projects, tests, and due dates to all subscribers via text message or e-mail. In order to receive notifications, please “subscribe” to my class by texting the appropriate number and message.

6th grade enter this number **81010** and text this message **@nstiel**



**6th Grade-ALCOS First Quarter Standards and Objectives**

|  |  |
| --- | --- |
| **Standard #** | **Standards and Objectives**  |
| 6.11/6.17 | Develop and use models of Earth's interior composition to illustrate the resulting magnetic field (e.g., magnetic poles) and to explain its measureable effects (e.g., protection from cosmic radiation). Construct 3-D model of Earth’s crust.  |
| 6.6 | Provide evidence from data of the distribution of fossils and rocks, continental shapes, and seafloor structures to explain past plate motions. |
| 6.9 | Use models to explain how the flow of Earth's internal energy drives a cycling of matter between Earth's surface and deep interior causing plate movements (e.g., mid-ocean ridges, ocean trenches, volcanoes, earthquakes, mountains, rift valleys, volcanic islands).  |
| 6.8 | Plan and carry out investigations that demonstrate the chemical and physical processes that form rocks and cycle Earth's materials (e.g., processes of crystallization, heating and cooling, weathering, deformation, and sedimentation).  |
| 6.4 | Construct explanations from geologic evidence (e.g., change or extinction of particular living organisms; field evidence or representations, including models of geologic cross-sections; sedimentary layering) to identify patterns of Earth's major historical events (e.g., formation of mountain chains and ocean basins, significant volcanic eruptions, fossilization, folding, faulting, igneous intrusion, erosion). |
| 6.5 | Use evidence to explain how different geologic processes shape Earth's history over widely varying scales of space and time (e.g., chemical and physical erosion; tectonic plate processes; volcanic eruptions; meteor impacts; regional geographical features, including Alabama fault lines, Rickwood Caverns, and Wetumpka Impact Crater). |
| 6.10  | Use research-based evidence to propose a scientific explanation regarding how the distribution of Earth's resources such as minerals, fossil fuels, and groundwater are the result of ongoing geoscience processes (e.g., past volcanic and hydrothermal activity, burial of organic sediments, active weathering of rock)  |