2021-2022

Ms. Ebbers Science Syllabus

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6th GRADE SCIENCE

WHAT WILL WE LEARN: Students in 6th grade will be covering a variety of science topics in class including: Earth's structure and composition, minerals and rocks, volcanoes, earthquakes, Earth's history, space science, and meteorology.

Google Classroom: All students will be required to join and actively participate in all assignments posted on their Science 6 Google Classroom account. Google Classroom will provide links to a variety of other virtual learning platforms that would be required including Classkick, IXL, Kahoot and Quizlet assignments. Please pay attention to notifications in your email regarding these assignments; you are responsible for your own work!

Classkick & IXL Science: All students will be required to join and actively participate in all Classkick and IXL assignments; many of these assignments will be graded as a formative assessment or practice work. Please pay attention to notifications on your Google Classroom and e-mails regarding these assignments; you are responsible for your own work!

Kahoot & Quizlet: All students will be provided links to join and actively participate in all Kahoot & Quizlet assignments; some of these assignments will be graded as a formative assessment or practice work . Please pay attention to notifications on your Google Classroom and e-mails regarding these assignments; you are responsible for your own work!

EXPECTATIONS: My classroom will follow all procedures and guidelines that have been established by the Renville County West School District and can be found in the RCW STUDENT/PARENT Handbook. And always remember to BE KIND! :)

Here is the S.C.I.E.N.C.E. behind being a successful student!

Safety Comes First: Creating a safe learning environment is a job everyone in this class will share. This includes being mindful of safety risks during lab time and mindful of our classmates' ideas and questions.

Come to Class: Learning is a process that requires your presence and active participation. This means both your body and your amazing mind need to show up! I expect you to be on time and prepared for class each day. I expect you to use class time wisely, and stay on top of your homework/assignments.

Integrity is Important: Do the right thing, even when no one is watching! I expect you to be honest and reliable. I can trust you to be on task, doing your own work and never cheat. I expect you to show respect to everyone, use good manners and language, and never bully or put down others. Allow others to participate and learn, and allow me to teach. When a classmate or the teacher is talking- you are not, and your focus is on them!

Embrace Your Uniqueness: Everyone learns differently. Use your unique gifts and talents to achieve the best you can and encourage others to do the same.

No Distractions: The more you focus on achieving, the more you will achieve! I expect you to follow all procedures and expectations, allow others to participate and learn, and allow me to teach. I expect you to do your own work.

Challenge Yourself: It is okay to make mistakes! You may not know what you can do until you try! I expect you to be committed to your school work and always put forth your very best effort independently and amongst groups.

Engage Your Mind: Learning is more fun if you have a positive mindset and you try your best!

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Classroom Management: If a student's right to learn is being compromised by distracting or disrespectful behavior, the following consequences will be enforced:

1. Verbal Warning **2.** Removal from the situation: Behavior Reflection Form **3.** Parent/Guardian notification **4.** Office Referral

***Each behavior will be dealt with by an individual basis- depending on the severity of the behavior and could result in a more severe consequence**

SUGGESTED MATERIALS:

CHARGED Chromebook, Notebook, Pencil or Pen, Scissors, Glue sticks, Crayons/Colored Pencils, Folder/Binder

GRADING SYSTEM: Renville County West will use the Standards Based Grading system. The grading system at Renville County West High School will remain a numerical system. The following list compares your number grade to a comparable letter system. The lowest grade given on the report card will be 65 with 73 as the lowest passing grade. The average of grades on the report card is firm and will not be rounded up. In the Standards Based Grading Process Rubrics will be used to accurately describe the level of understanding and learning that each student is demonstrating. A sample of a generic grading rubric is shown below. Teachers will be developing specific grading rubrics for assessments in their content area. Students who receive a score of 1 or 2 on the Grading Rubric will be asked to schedule a reteach with their teacher and then try to retake the assessment after completing any missing or additional practice. Multiple retakes will be offered at the teacher's discretion based on effort and participation of the student in the class.

Grading Rubric:

4	3.5	3	2	1
Demonstrates thorough understanding of course or grade level standard	**Demonstrates understanding of most of course or grade level standard**	**Demonstrates a developing understanding of course or grade level standard**	**Demonstrates partial understanding of course or grade level standard.**	**Demonstrates minimal understanding of course or grade level standard**

The individual scores a student receives based on the Grading Rubric Criteria will be averaged as has been done historically at RCW to figure out a total percentage. That percentage score will be used to determine a student's GPA. The following table is the guide used to determine the relationships between a percentage, a school grade and a letter grade. The report card grading system for Grades 5 & 6 at Renville County West Elementary School will calculate/translate rubric scores to a numerical system for GPA purposes, as will be done in the high school. The following list compares your number grade to a comparable letter system. The lowest grade given on the report card will be 65 with 73 as the lowest passing grade. The average of grades on the report card is firm and will not be rounded up.

For more information on expectations and assessments, please see the Renville County West STUDENT/PARENT HANDBOOK

Percentage	Letter Grade	School Grade	Percentage	Letter Grade	School Grade
100	A+	100	79	C+	86
99	A+	99	78	C+	86
98	A+	98	77	C+	85
97	A	97	76	C	84
96	A	97	75	C	83
95	A	96	74	C	83
94	A	96	73	C	82
93	A	96	72	C-	81
92	A-	95	71	C-	81
91	A-	95	70	C-	80
90	A-	94	69	D+	79
89	B+	93	68	D+	79
88	B+	93	67	D+	78
87	B+	92	66	D	77
86	B	91	65	D	76
85	B	90	64	D	76
84	B	90	63	D	75
83	B	89	62	D-	74
82	B-	88	61	D-	74
81	B-	88	60	D-	73
80	B-	87			

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6th Grade Students will be taught the following MN State Science Standards for 6th Grade and will be assessed on their understanding of these standards through the RCW Standards Based grading system.

★ **6.1.1.1 Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.**
- **6E.1.1.1.1 Ask questions that arise from observations of patterns in the movement of night sky objects to test the limitations of a solar system model. (P: 1, CC: 1, CI: ESS1)**
- **6E.1.1.1.2 Ask questions to examine an interpretation about the relative ages of different rock layers within a sequence of several rock layers. (P: 1, CC: 1, CI: ESS1)**
- **6E.1.1.1.3 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (P: 1, CC: 7, CI: ESS3)**

★ **6.1.2.1 Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.**
- **6E.1.2.1.1 Collect data and use digital data analysis tools to identify patterns to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.** (P: 3, CC: 2, CI: ESS2)**

★ **6.2.1.1 Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.**
- **6E.2.1.1.1 Analyze and interpret data to determine similarities and differences among features and processes occurring on solar system objects. (P: 4, CC: 3, CI: ESS1)**
- **6E.2.1.1.2 Analyze and interpret data on the distribution of fossils, rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. (P: 4, CC: 1, CI: ESS2)**
- **6E.2.1.1.3 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.* (P: 4, CC: 1, CI: ESS3, ETS1)**

★ **6.3.1.1 Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.**
- **6E.3.1.1.1 Develop and use scale models of solar system objects to describe the sizes of objects, the location of objects, and the motion of the objects; and include the role that gravity and inertia play in controlling that motion. (P: 2, CC: 3, CI: ESS1)**
- **6E.3.1.1.2 Develop a model, based on observational evidence, to describe the cycling and movement of Earth's rock material and the energy that drives these processes. (P: 2, CC: 5, CI: ESS2)**
- **6E.3.1.1.3 Develop a model, based on observational and experimental evidence, to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. (P: 2, CC: 5, CI: ESS2)**

- ★ **6.3.2.1 Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others**
    - **6E.3.2.1.1 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. (P: 6, CC: 3, CI: ESS1)**
    - **6E.3.2.1.2 Construct a scientific explanation based on evidence for how the uneven distribution of Earth's mineral, energy, or groundwater resources is the result of past geological processes. (P: 6, CC: 2, CI: ESS3)**
    - **6E.3.2.1.3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (P: 6, CC: 2, CI: ESS3, ETS1)**

- ★ **6.4.1.1 Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counter arguments**
    - **6E.4.1.1.1 Construct an argument, supported by evidence, for how geoscience processes have changed Earth's surface at varying time and spatial scales. (P: 7, CC: 3, CI: ESS2)**

- ★ **6.4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.**
    - **6E.4.2.2.1 Communicate how a series of models, including those used by Minnesota American Indian Tribes and communities and other cultures, are used to explain how motion in the Earth-Sun-Moon system causes the cyclic patterns of lunar phases, eclipses and seasons. (P: 8, CC: 1, CI: ESS1)**