



Student Name: _____

Period: _____

6th Grade Science Syllabus 2019-2020

Ms. Sam Youts

Classroom 1

samantha.youts@ousd.org

Welcome to 6th grade science! Science helps us to understand ourselves, our world, and how we interact with the world and each other. In this lab classroom, we will study different sciences including physics, biology, and environmental science. Our focus will be on the development of scientific literacy, the experimental design process, collaborative problem solving, and communication of our ideas and findings.

Every day, we will work side-by-side immersing ourselves in learning science while honing the ability to think critically and creatively. All voices are welcomed and needed. Together, students will cultivate the tools they need to live their lives fully as compassionate citizens to our world.

In our classroom community, we strive for these things:

- All students will feel recognized, valued, and safe.
- All students will cultivate a growth mindset.
- All students will practice individual, partner, and group work the CMS way.
- All students will become more literate and engaged scientists and critical thinkers.

COURSE TOPICS this year include Engineering and Design, Energy, Weather and Climate, Climate Change, Cells, the Human Body Systems, Structures and Functions, and Genetics and Heredity.

COLLABORATION is important in the sciences, so we do a lot of group work, buddy work, peer teaching, and peer review. Please be ready to work together by respecting your team members and respect the speaker when we are in discussion or presentation activities.

HOMEWORK is assigned each Mondays and due on Thursdays. It is usually a relevant science article that is to be annotated, with analysis questions to be answered in sentence form.

ABSENT WORK is up to the student to collect from the teacher. If you are absent, check in with Youts the day you return to go over the missed work expectations. Tuesday lunch tutorials are often a great time to make up missed notes. **LATE WORK** is rarely accepted.

GRADES for this class include these categories:

CLASSWORK is worth **40% of science grade**. This includes the weekly "greensheet" that has daily do-nows, learning targets, and exit tickets. It also includes "stamps" which are earned by work done in the science notebook, including vocabulary, notes, and labs.

ASSESSMENTS are **35%** of science grade, and include quizzes, tests, and projects.

DAILY-3 is **15%**. Students get three points a day for daily mindfulness practice, having their own materials, and for full engagement as shown by participation and behavior.

HOMEWORK is worth **10% of science grade**, and is assigned each Monday and due on Thursdays, every other week. It is usually a relevant science article from NewsELA that is to be annotated, and has analysis questions to be answered in sentence form at the end.

TUTORIALS are held every Tuesday during lunch in the science classroom if they need extra support.

MATERIALS needed every day are a science-only **FOLDER** and science-only **COMPOSITION** notebook. Students are expected to store these two items in their backpack, as well as bringing a fully stocked pencil bag (5 good pencils, hand-held sharpener, highlighters, glue stick, and color pencils). Students also need their planner (provided by the school) to keep track of assignments and to use hall passes.

CLASSROOM COMMUNITY is cultivated by reasonable agreements we make together in order to work together for the best possible outcome. Typical agreed upon norms for this class:

- Come prepared to learn
- Listen with respect
- Respect personal space
- Keep the community spaces clean
- * One mic
- * Keep hands, feet, and objects to yourself
- * Use a positive voice and a positive attitude
- * Be willing to take risks and try

THE CONSEQUENCE LADDER is sometimes needed to help us adjust to being part of a learning community. Students who *choose not* to follow the rules will receive the following consequences to allow them to reflect and redirect their focus. The order of consequence steps for our class:

1. **Re-direct...** Student is verbally reminded of expectation. First letter of name written on board.
2. **Warning...** Student's name is fully written on board and teacher gives a warning cue.
3. **Seat-switch or Hall-talk...** An arrow is placed by name, and student is moved or steps out.

4. **Parent contact...** Student is told that I will be contacting parents, and how that conversation goes depends on their further choices. I will call, email, or text as soon as possible.
5. **Office referral...** Student is sent to office for disruption and teacher writes a referral.

I very much enjoy talking to families and my personal goal is to make at least a few positive phone calls home each week. I strongly believe in community and that the relationship between the student, teacher, and family can make all the difference in building a compassionate, mindful and safe science experience for us all. Thank you.

Keep this syllabus as a reference for the year.

I look forward to meeting you at Back-to-School Night on Thursday, August 29th.

Sam Youts

INFORMATION SHEET for _____

Please complete and return to Ms. Youts, Science Teacher, Classroom 1, by Friday August 16.

****This will count as the first science homework grade.****

Elementary school/s attended: _____

Main contact parent/guardian: _____

Best way to reach you between 3-5pm Mon-Fri?

- Call me at this number: _____
- Text me at this number: _____
- Email me at this address: _____

If there is anything you think I need to know to help your child succeed in science, please let me know: