2024-2025 Sixth grade syllabus and class information

Contact Information

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SCHEDULE:

Ms. McCabe-Room 28	Mrs. Roe-Room 29	Mr. Lander-Room 30
8:25-8:35 a.m. – Homeroom 8:40-9:17 a.m. – Social Studies (McCabe) 9:18-9:55 a.m. – Science (McCabe) 10:00-11:15 a.m. – ELA (Lander) 11:20-11:40 a.m. – Recess 11:40-12:05 p.m. – Lunch 12:10-1:25 p.m. – Math (Roe) 1:35-2:15 p.m. – Small group instruction, grammar, i-Ready work (for students not in Chorus, Band, or Orchestra (McCabe) 2:15-2:55 p.m. – Special *Days 1: Library* *Days 2 & 5: PE* *Days 3 & 6: Art* *Day 4: Music*	8:25-8:35 a.m. – Homeroom 8:40-9:55 a.m. – Math (Roe) 10:00-10:37 a.m. – Social Studies (McCabe) 10:38-11:15 a.m. – Science (McCabe) 11:20-11:40 a.m. – Recess 11:40-12:05 p.m. – Lunch 12:10-1:25 p.m. – ELA (Lander) 1:35-2:15 p.m. – Small group instruction, grammar, i-Ready work (for students not in Chorus, Band, or Orchestra (Roe) 2:15-2:55 p.m. – Special *Days 1 & 4: PE* *Day 3: Music* *Days 2 & 5: Art* *Day 6: Library*	8:25-8:35 a.m. – Homeroom 8:40-9:55 a.m. – ELA (Lander) 10:00-11:15 a.m. – Math (Roe) 11:20-11:40 a.m. – Recess 11:40-12:05 p.m. – Lunch 12:10-12:47 p.m. – Social Studies (McCabe) 12:48-1:25 p.m. – Science (McCabe) 1:35-2:15 p.m. – Small group instruction, grammar, i-Ready work (for students not in Chorus, Band, or Orchestra (Lander) 2:15-2:55 p.m. – Special *Days 1 & 4: Art* *Days 2: Music* *Days 3 & 6: PE* *Day 5: Library*
Chorus: Days 1 & 4 | Band: Days 2 & 5 | Orchestra: Days 3 & 6		

Oak Grove Classroom Expectations

Students are expected to be respectful, responsible, and safe. Warnings are given when a student is:

- Unprepared for class (homework not completed, assigned reading not done, planner unsigned by parent or guardian, no supplies at desk, etc.).
- Not following directions.
- Disrespectful.

If a student has fewer than five (5) warning slips during two (2) consecutive six-day cycles, the student can participate in a special activity (i.e., extra recess, play a game). Ten (10) "I Noticed" slips can be exchanged for a "No Homework" pass. Or students may exchange them for the schoolwide "Caught Being Good" prizes.

6th Grade Warning Slip

Name: _____

Homeroom Teacher: _____

Date: _____

Class of Offense: _____

Reason for Warning:

☐ Disruptive Behavior

☐ Incomplete Assignments

☐ Unprepared for Class

☐ Not Following Instructions

Details:

_____

_____

_____

Offense Count:

This is offense number _____ out of 5.

Absences and early dismissal/late arrivals

- Students will be responsible for all work missed. They should check their Google Classrooms for posted assignments.
- Please check the daily schedule when planning appointments.
- Please send in a note for early dismissals, pick-ups, and absences.

Birthday Treats

- Please send in a note if you would like to celebrate your child's birthday in school.
- Please send in *individual* **store-bought** *treats* for each student before 11:00 a.m. (No nuts, please.)
- Students will be celebrating their birthdays at **lunchtime.**

Note: Students will not be allowed to travel the school to deliver treats to other teachers or staff.

Grading

Student performance will be measured using a variety of traditional and authentic assessment types:

* Tests
* Quizzes
* Assessment rubrics
* Special projects
* District benchmarks
* Homework and classroom assignments
* Classroom participation

Report Cards: The WCSD's grading policy is aligned with the NYS Education Department rubric used to assess performance:

- Level 4 = Exceeds proficiency level (90 → up)
- Level 3 = Meets proficiency level (80 → 89)
- Level 2 = Meets basic standard (70 → 79)
- Level 1 = Below standard (69 and below)

Homework

- Homework will be posted on the teachers' Web pages daily by 7:00 p.m.

- Daily homework is direct practice of strategies and skills taught in class. It is expected that students will complete homework nightly.

- Homework will be assigned Monday through Thursday, and occasionally on Friday. Some weekend work may be required to complete special projects (i.e., book report, research paper, science labs).

- Students will always be told about a unit test and given a study guide or review activity to assist in studying. Quizzes occur more frequently, and will not always be announced in advance.

- Weekly spelling and vocabulary lists are provided on Monday. The tests are typically given on Friday, so students should study during the week.

- Students are expected to read for at least 20 minutes each night and maintain a Reading Log. The Reading Log is considered homework and will be checked routinely – especially during the first marking period.

[Mathematics]{.underline} - **Text:** *i-Ready Classroom Mathematics*

Number System - Operations
- Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.
- Find the greatest common factor of two whole numbers.
- Find the least common multiple of two whole numbers.
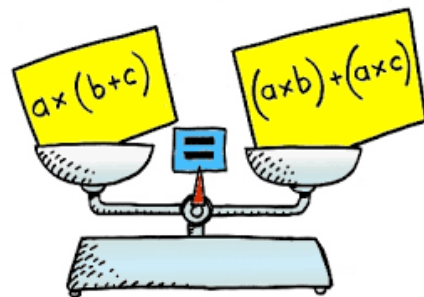
Number System - Positive & Negative Numbers
- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values.
- Use number lines and coordinate axes to represent points on a number line and in the coordinate plane with negative number coordinates.
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.

Ratios and Proportional Relationships
- Understand the concept of a ratio to describe a relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio a:b with $b \neq 0$
- Use ratio and rate reasoning to solve real-world and mathematical problems.

Expressions and Equations
- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers.
- Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$; $x - p = q$; $px = q$; and $xx\ pp = q$ for cases in which p, q and x are all nonnegative rational numbers.
- Write an inequality of the form $x > c$, $x \geq c$, $x \leq c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.

Geometry
- Find the area of triangles, trapezoids, parallelograms, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.
- Apply these techniques in the context of solving real-world and mathematical problems.
- Find volumes of right rectangular prisms with fractional edge lengths.

- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.

<u>Statistics and Probability</u>
- Understand that a set of quantitative data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Display quantitative data in plots on a number line, including dot plots, and histograms.
- Approximate the probability of a chance simple event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
- Develop a probability model and use it to find probabilities of simple events.

New York State Math Assessment
- 2025 NYS Assessment: **April xx-xx, 2025**

i-Ready: The i-Ready computer-based program will be administered for diagnostic testing at the beginning, middle, and end of the school year.

English Language Arts

A great deal of time will be spent on literacy development. In alignment with the Common Core State Standards, there is a focus on critical thinking and problem-solving skills.

Reader's Workshop
Instruction will take place in a Reader's Workshop model through:
- Whole-group mini lessons
- Small guided reading groups
- Individual conferencing
- Read Aloud
- Shared Reading
- Independent Reading
- Reading homework

Resources for instruction include:
- Fiction stories
- Non-fiction text
- Short stories

- Poems
- Graphic novels
- Magazines
- Reference books
- Internet sources

Other Resources
Lucy Calkins Units of Study for reading and writing; "Write Source Skills Book" (Houghton Mifflin Harcourt); "Spelling Connections" (Zaner-Bloser); supplemental texts; Fountas and Pinnell reading benchmark assessments; Running Records reading benchmark assessments; Epic! digital library; i-Ready.

Writer's Workshop

Instruction will take place in a Writers Workshop model through:
- Whole-group mini lessons
- Small groups
- Individual conferencing
- Shared writing
- Understanding of the Six Traits of Writing
- Writing homework
- Grammar lessons
- Vocabulary study
- Spelling study

ELA Projects

Independent and cooperative learning activities involve students in reading, writing, speaking, research, problem solving, analysis, technology, and reflection. ELA projects may include:

- Two book reports
- One major research paper
- An informational text HyperDoc (digital document)
- Oral presentations

New York State ELA Assessment
- 2025 NYS Assessment: **April xx-xx, 2025**
- Practice assignments may be sent home; parents are encouraged to help.

i-Ready: The i-Ready computer-based program will be administered for diagnostic testing at the beginning, middle, and end of the school year.

Social Studies: The Eastern Hemisphere

The Grade 6 social studies curriculum emphasizes the interdependence of all people, keying in on the Eastern Hemisphere. Using the focus of geography and economics, students develop and draw relationships and understandings about social, cultural, political and historic aspects of life in the Eastern Hemisphere.

Skills Outcomes

- Master geography and map skills; interpret timelines, charts, and graphs.
- Understand primary and secondary sources.
- Continue to develop vocabulary and writing skills, research and technical skills.

Units of Study

- Beginnings of Human Society
- The Fertile Crescent
- Ancient Egypt and Nubia
- Ancient India
- Ancient China
- The Rise of Ancient Greece
- The Rise of Ancient Rome
- Byzantine and Muslim Civilization
- Europe: The Middle Ages, the Renaissance, and the Reformation

Interdisciplinary Projects

Independent and cooperative learning activities across content areas involve students in reading, writing, speaking, research, problem solving, analysis, technology, and reflection. Projects may include:

- Book reports
- Research projects
- Informational posters
- Oral presentations

Science

Units of Study
- Investigating the Nature of Science and Technology
- Investigating Energy (electromagnetism, potential/kinetic)
- Investigating Earth In Space
- Investigating the Environment
  (Ecosystems, Human Interactions with the Environment)

Science and Engineering Practices

Science and Engineering Practices, describes (a) the major practices that scientists employ as they investigate and build models and theories about the world and (b) a key set of engineering practices that engineers use as they design and build systems. Listed below are the eight science and engineering practices from the Framework:

1. Asking questions and defining problems

2. Developing and using models

3. Planning and carrying out investigations

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

6. Constructing explanations and designing solutions

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

Dimension 2: Disciplinary Core Ideas

An important role of science education is to prepare students with sufficient core knowledge so that they can acquire additional information on their own as they need it.

Dimension 3: Crosscutting Concepts

The crosscutting concepts have application across all domains of science. Listed below are the Crosscutting Concepts from the Framework:

1. Patterns

2. Cause and Effect

3. Scale, Proportion, and Quantity

4. Systems and System Models

5. Energy and Matter in Systems

6. Structure and Function

7. Stability and Change of Systems