



6th Grade Syllabus

Ms. Villarreal, Ms. French, Ms. Van Sickle, & Ms. Hatch

"Education is the most powerful weapon we can use to change the world." Nelson Mandela

Welcome to High Tech Middle North County! Sixth Grade is an important transitional year as students adapt to the exciting world of project based learning. In addition to important content and skill development, students will develop professional skills to support their continued success at High Tech and beyond.

<p>Adrienne Villarreal 6th Grade Math/Science avillarreal@hightechhigh.org 760-759-2750 Ext. 57203 Office Hours- Mondays 3:15-4:15, Rm. 214</p>	<p>Tracy French & Katherine Van Sickle 6th Grade Humanities tfrench@hightechhigh.org, kvansickle@hightechhigh.org 760-759-2750 Ext. 57209 Office Hours- Tuesdays/Thursdays 3:15-3:45, Room 215</p>
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-We value parent communication and look forward to working with families to help each child work toward their full potential. Please feel free to contact us and **allow 24 hours for a response**.

-Students are encouraged to attend office hours each week to receive additional assistance with concepts and assignments. Individual or small group instruction is available.

Humanities Course Overview

Project Based Learning can not take place without reading or writing. In order to build 21st Century Skills and embed those skills into P.B.L, students will read, write, and discuss their comprehension of text with peers everyday.

This year students will grow as a reader through word analysis, deep thinking, and peer critique. Students will read and understand grade-level-appropriate material through meaningful conversations and deep inquiry. Students will connect important ideas, arguments, and perspectives by using their knowledge of text structure, organization and purpose.

As writers, students will focus on writing applications, writing strategies, speaking applications, written and oral English language conventions. They will write in a variety of genres and for a variety of audiences. They will learn how to meaningfully and respectfully critique the work of their peers. There will be ample opportunity for partner and small group work, as well as individual conferencing with the teacher. We will analyze the history of multiple civilizations and examine their geographic, political, economic, religious and social structures. Students will be encouraged to make connections between ancient civilizations and present day societies to better understand today's world, as well as consider what they can do to be a contributing member of society.

Math/Science Course Overview

Math

Our math curriculum is aligned with New California Standards. Our 6th graders will be embarking on the same math journey together, through the strong collaboration between Ms. V. and Mr. Curtis. We will begin with a statistical analysis project and progress to analyzing relationships between ratios and proportions. Next, students will tackle rational numbers and absolute value. Other topics that will be covered this year are fractions and decimals, and geometry. Students will close the year with writing, understanding and solving expressions and equations. At HTMNC, above all the numbers and symbols, our main goal in math is to develop students' critical thinking and problem solving skills. The New California Standards closely align with HTH philosophies, projects, and problem-based instruction. In addition, these standards place greater emphasis on rigor and depth than the previous CA state standards. Please let me know if you have any questions or if you would like to review the scope and sequence HTH follows. For more information on the New California Standards, please visit: <http://www.cde.ca.gov/re/cc/>.

Science

This year we will be exploring science concepts through the lens of the Next Generation Science Standards. Students will be introduced to inquiry-based learning, engineering practices, and develop a deeper understanding of crosscutting concepts that appear within all disciplines. Students will be keeping up with their own personal science journal in order to exercise their own thinking as scientists (prior knowledge, data collection, observations, metacognition). This year we will be focusing on weather and climate, molecules to organisms, ecosystems, genetics, Earth's systems and the engineering design process.

Digital Portfolios

Teachers maintain digital portfolios to communicate class assignments, homework, events, and important announcements. Project information, calendars, and handouts will be posted on DPs and are available for download. Students and parents are encouraged to check DPs regularly and follow class calendars.

Math/Science DP (Villarreal)

<http://missvillarreal.weebly.com/index.html>

<http://htmncmathtopia.weebly.com>

Humanities DP (French/Van Sickle)

<http://htmnchumanities.wixsite.com/6thgrade>

Students will create and maintain their own digital portfolios. DPs are used to share student work and reflections on their learning. These are professional sites and can only be viewed by hightechhigh.org authorized users. Family members can view these sites by sitting down with a student as he/she logs in to their account.

Student Email and Computer Use

Students will be given their own @hightechhigh.org email address and network log in. Topics communicated through email should be related to school work only. Students may have access to school computers. Computers may not leave our classrooms. Students must be sitting up at a table to use the computer. Students must use their own login to access the network. Internet access may only be used for schoolwork. Students who misuse these privileges will lose access to their school account.

Grading

This year, as part of HTH's philosophy of educating the whole child and preparing leaders for the 21st century, we are focusing on promoting a growth mindset within our students. Our goals for grading are as follows:

1. Students can correctly identify their current skill level for academic skills (Emerging, Understanding, Mastering, etc).
2. Students can clearly communicate about their growth including successes, challenges, and goals for the future.
3. Parents are clearly informed about specific academic skill levels and social-emotional skills such as teamwork and communication.
4. Parents are afforded the opportunity for regular communication with their children about specific growth.

To achieve these goals we have planned the following:

1. Assessment will be communicated through the use of **dialogic feedback**. Students will use this feedback to improve/enhance their work quality and their learning habits/practices. Students will regularly reflect in writing on their current skill levels. We ask that parents read the reflections carefully and discuss goals with students. Teachers will conduct 1-on-1 interview reflections with students in order to provide meaningful feedback on a student's progress as well.
2. Throughout the year, students will complete performance tasks on which they will attempt to show mastery of a given skill or content. Teachers will evaluate these assessments and provide meaningful feedback. It is our intention to share these things with students, as well as their parents, in order to give a clear picture of a student's learning, progress, and skill levels.
3. Students will compile work samples in order to maintain a working portfolio.

At the end of each semester, students will receive credit/no credit for the course, along with guide of where the student falls on academic and social-emotional skills. It is our sincere hope that all students challenge themselves beyond their expectations. However, if there is a concern about a student's progress, a meeting will be held with to establish clear goals to move a student toward passing the course.

Google Classroom and Powerschool

Students will be asked to complete some assignments through Google Classroom. This will allow parents to see each assignment, check that it was turned in on time and complete, and read the feedback offered by teachers. Each parent will need to sign up as the parent for their child's account. Specific instructions will be sent home and teachers are available to help parents get their account set up.

Final credit/no credit will be posted to the student's online PowerSchool account. We will also post scores for skill checks that allow parents to see if their child's skill levels are at emerging, understanding, mastery, etc. Please make sure that the contact information in PowerSchool is correct so that you do not miss out on emails, phone calls, or recorded messages.

Class Norms

Our students are young adults deserving of tremendous respect. We trust that students will always make the right decisions in class. Students have the right to a clean, safe classroom environment, conducive to personal and academic growth. We ask that students abide by the class norms established during our first week. Students will reflect on their success with our norms regularly as part of their continued growth at HTMNC. It is our expectation that students model expected behavior for one another both in class and around the school.

Absences and Late Work

Our projects are based on critique and culminate in regular exhibition. Students who are unprepared for deadlines affect the progress of the entire class. If more time is needed for projects, please schedule an appointment during office hours and be prepared to be clear and honest why you need more time. We will make a plan to get your work done as close to the due date as possible. Our academic program differs from other school programs. Students are often working on projects and collaborating in groups. Missed group work often times cannot be

made up at a later time. The teachers and staff at HTMNC support a challenging and personalized curriculum. To receive academic credit for absences of five (5) days or more, students are required to have an independent study contract. To coordinate this contract parents must email Cindy Pahl (cwallace@hightechhigh.org) and their student's teachers at least two (2) weeks prior to the absence. Due to the nature of project-based learning, contract work may not be the exact assignments a student would receive while attending class. This means that a contract will include current project and homework assignments with the addition of worksheets, essays, and reading. While completing work for a contract, students should be prepared to complete a significant amount of work while absent. All contract work is due the day the student returns to school.

Tentative Semester 1 Project Calendar

This is a working syllabus. Dates, projects, and books may be amended as the year progresses.

Time Period	Math/Science	Humanities
August-September	<p>Building a strong culture: Students will get to know their classmates and prepare to be successful in 6th grade. Activities will include team-building, getting organized, and establishing class norms.</p> <p>Math Mindset Work</p> <p>Math Word Wall Project</p> <p>Statistics/ Numbers Never Lie!: Students will study graphs, analyze, and measure data, and apply their knowledge to conduct their very own research study.</p>	<p>Building a strong culture: Students will get to know their classmates and prepare to be successful in 6th grade. Activities will include team-building, getting organized, and establishing class norms.</p> <p>RoadTrippers: Students plan a cross country roadtrip to develop their geography skills and familiarize themselves with Google Classroom and Google Apps. Students will publish their work to their new digital portfolio. Our writing work will focus on communicating with detail and editing for a public audience.</p> <p>Novel Study: A Long Walk to Water by Linda Sue Park Students will focus on the interactions between humans and their environment, including both modern and ancient peoples. We will work as a class to create book talks that target specific reading and communication skills.</p>
October	<p>Numbers Never Lie!</p> <p>Student Led Conferences (SLC): Students will reflect on what they have learned in each of their classes, challenges they are facing, and create action-based goals to implement for the rest of the semester.</p> <p>Ratios & Rates</p> <p>Integrated Science Inquiry Project Paired with Humanities Book Talks</p>	<p>Student Led Conferences (SLC): Students will reflect on what they have learned in each of their classes, challenges they are facing, and create action-based goals to implement for the rest of the semester.</p> <p>Book Talks for San Marcos Public Library: Students will meet in book clubs to read books about people overcoming the odds and responding to their</p>

		<p>environment. They will work in their teams to create an art piece for display at the library that captures the theme of their book. They will record, edit, and publish a video book talk so that visitors to the library can learn more about the text. Our skill focus will be geographic features of the setting, identifying conflict and the hero's quest, theme, reading comprehension strategies, writing a script, revision and editing for a public audience, public speaking.</p> <p>Reading Focus: Memoirs, nonfiction supporting texts</p>
November-December	<p>Rational Numbers & Absolute Value</p> <p>Fractions & Decimals</p> <p>Presentations of Learning (POLs)</p>	<p>Book Talks for San Marcos Public Library: Students move their work through to publication. Skill work continues and now includes intensive work with the critique process. Semester 1 will culminate in the public exhibition of student work. Students will reflect on their role in the project in preparation for Presentations of Learning.</p> <p>Presentations of Learning: Students will reflect on their growth over the semester and prepare a presentation for their peers and family. Public speaking skills and reflection will be emphasized.</p> <p>Reading Focus: Memoirs, nonfiction supporting texts, following instructions</p>

FRENCH/VAN SICKLE/VILLARREAL/HATCH SYLLABUS SIGNATURES

Dear Parents,

Please read over the syllabus and discuss its contents with your child. Sign below to affirm “*I have read the above syllabus and understand its contents.*”

Student Name:

Student Signature:

Parent Name:

Parent Signature:

Parent Contact Information:

Email:

Phone:

 Secondary Phone:

Parents, please fill out the following information about your student. Thank you!

My child's strengths are

My child needs help with

My child enjoys reading about

This year, I would like my child to

I would like the teacher to know that
