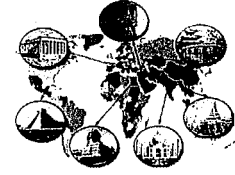
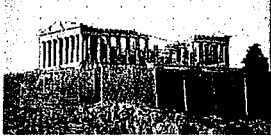


Cohen Middle School
100 Robinwood Avenue
Elmira Heights, NY 14903
734-5078

Name: _____ Date: September 9, 2019_

Math: Syllabus overview - Setting up Classroom Environment
Homework: Signed Syllabus due Tues. 9/10
Social Studies: <ul style="list-style-type: none">- Quick Quiz on Continents and Oceans- Expectations and Rules- Textbook activity HW: Rules Sheet Signed
ELA: Warm-up - Correct the Sentence Classroom Rules Interest Inventory HW: Book of the Month Due 10-1-19
Science <ul style="list-style-type: none">- Variables and Design pg 1-3- Build + observe Pendulum HW = Science Notebook (SNB) Cover sheet
Computer Apps/ Technology * Log on to Computers

Due
WED
9/11



Mr. Smith's 6th Grade
Social Studies Class, Room 127
School Email: lesmith@gstbooces.org
School Phone: 734-5078

Areas of Study:

The study of Ancient Civilizations includes early humans and the civilizations of Mesopotamia, Egypt, the Indus Valley, China, Ancient Greece and Rome. Focus will be on the Historical, Cultural, geographic, and political aspects of these civilizations.

Classroom Bill of Rights:

- 1. We have the right to learn.** We have the responsibility to study, listen and do our best.
- 2. We have the right to make friends.** We have the responsibility to be kind, fair and honest.
- 3. We have the right to be safe.** We have the responsibility to solve a problem peacefully.

Classroom Expectations:

- Every student is responsible to come to class ready to learn. Quizzes, classroom activities, homework and other assessments are to be completed as assigned.
- Students are expected to respect the teacher, classmates and the learning environment.
- Students will keep all pages that are handed out in a notebook. The notebook will be reviewed by the teacher at the end of each unit.
- Raise your hand, be patient, be prepared and always do your best.

Grading:

- **Assessments 50%: Quizzes and Tests as well as Projects will count as assessments. All quizzes and tests can be corrected for extra points.**
- **Class Work/ Homework 40%: This will be probably 3-4 nights a week, and will be usually a short reading on the topic of the day with multiple-choice questions.**
- **Participation 10%: Students turn their work in on time, are cooperative and actively engaged in the learning process. (Notebook Grades included here)**

Late Assignments:

- **Late assignments will be accepted 1 week from the date assigned with 10% penalty**
- **Starting in January it will only be 3 days with a 25% penalty**
- **If absent from School, please check the Cohen Middle School website, 6th grade HW helper, for missing work. All students who are absent will have a packet in the Main office by the end of the day.**

Extra Help:

Mr. Smith is available for extra help every morning. The Students may come in any time from 7:30am on.

Please read together, sign and return

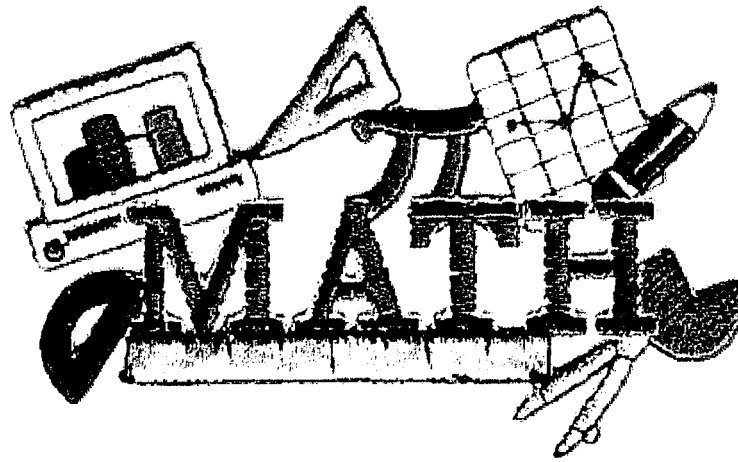
I have read and understand all classroom policies and expectations for 6th grade social studies class, and understand that the student is responsible for and accountable to these expectations.

Student name (Print) _____

Student Signature _____

Parent Name (Print) _____

Parent Signature _____



GRADE 6

Ms. K. Johnson

Room 126

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

2018-2019 Grade 6 Math Course Guide
Using the NYS Common Core Module Curriculum as a Resource

Summary of Math Grade 6

6th grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Key Areas of Focus for Grade 6: Ratios and proportional reasoning; early expressions and equations

Modules:(This is not the sequence we will be following.)

- 1. Ratios/Unit Rates** (Dec/Jan)**
2. Arithmetic Operations Including Dividing by a Fraction (Sept/Oct/Nov)
3. Rational Numbers (Sept/Oct/Nov)
- 4. Expressions/Equations** (Feb/March/April)**
5. Area, Surface Area, and Volume Problems (April/May)
6. Statistics (June)

**** Focus topics for grade 6**

GRADE 6 MATH

Curriculum Map for 2019-2020

1. Perfect Squares/Cubes (extra)
 2. Module 2 Topic D Lesson 18: Multiples/Factors
 3. Module 2 Topic D Lesson 17: Divisibility
 4. Module 2 Topic C Lessons 12&13 Estimating/Division of Whole Numbers
 5. Module 3 Topic A Lessons 1-5 +/- #'s
 6. Module 3 Topic B Lessons 11/12 Absolute Value
 7. Module 3 Topic A/B Lessons 6-10 and 13 Rational Numbers
 8. Module 3 Topic B- Lessons 7-9 Ordering Integers and Comparing Rational #'s
 9. Module 2 Topic B: Lessons 9-11 Topic C: 14&15 Decimal Operations
Lesson 9: +/- Lessons 10/11: Distributive- products of decimals
Topic C: Lessons 14/15- Division of Decimals
 10. Module 2 Topic A: Division of Fractions Lessons 1-8
 11. Module 3 Topic C: Coordinate Plane Lessons 14-19
- December 2nd- January 29th- **Module 1**

12. Module 1 Ratios and Unit Rates- All Lessons in Module 1

Only change from Module 1 is to teach Lesson 23 prior to Lessons 21/22

Midterm- last week of January

13. (February 3rd → March 24th **Module 4**- Expressions and Equations
Topic A: Lessons 1-4 (use graphic organizer from module) lump into 1 day
Topic B: Lesson 6- Orders of Operation (spend 2 days)
Topic D: Lesson 9/10 13/14 15-17- Translating words to algebraic expressions
Lessons 11/12: Use Area Model for both

15. (March 25th → until NYS Math test **Module 5** Geometry- Area, Surface Area, Volume Problems

16. (June) **Module 6**- Statistics/Probability

Materials Needed

- Pencils (lead and colored)
- Several glue sticks
- expo markers
- Post it notes
- scissors

***A non graphing calculator (even a simple 4 function calculator from Dollar General works)

Daily Classroom Procedures

AS YOU ENTER THE CLASSROOM

- ❖ Always pick up any papers in the pink and green baskets on the back table
- ❖ Follow any directions on the white board

DURING THE CLASS PERIOD

- ❖ Raise hand, and wait to be called on, if you would like the teacher's attention.
- ❖ Be productive. Stay on task and follow along with the lesson.
- ❖ Remain at your desk unless told otherwise.

END OF CLASS

- ❖ Please remain seated until I dismiss you.

Raising your hand

Raising your hand indicates that you would like my attention. Please hold all questions until **ALL** instructions have been given out. Once you are working independently or within groups, please feel free to raise your hand at any time as long as questions and/or comments are related directly to the task at hand, otherwise please hold your thoughts and speak to me after class, at the end of the day, or the very next morning.

Sharpening your pencil

Several pencils should be sharpened before the bell rings. If your pencil point should break, you should sharpen your pencil with the least amount of disruption possible. Please wait to sharpen your pencil until I have completed teaching my lesson and/or talking to the class as a whole. If I feel that you are abusing the privilege of sharpening your pencil, I will that require that you **ONLY** sharpen pencils before class, and ask for permission any time after that.

Restroom Use

I ask that you wait until all instructions have been given before leaving the room to use the bathroom. When leaving the room to use the bathroom, please raise your hand to ask permission, sign out, fill out your agenda for me to sign, and quietly leave the room. Only 1 person should leave the classroom at a time, so if someone else is out of the classroom,

please wait until they have returned to ask for permission. . Restroom privileges may be restricted if I feel that they are being abused.

Group Work

During many lessons there will be opportunities to work in groups with fellow classmates. Sometimes I will allow students to select their partners, while at other times I will be assigning students to groups. I ask that everyone respect one another when working together. Please do not express disappointment or disapproval of other students within the class. In addition, all students are expected to contribute to the activity with no one person taking charge of the entire group, and no students relying on other students to do all the work. Remember we work together and we answer apart.

Tests

Each marking period there will be formal tests (we will review in class), quizzes (announced and unannounced), warm-up activities, class work, and homework assignments. There will also be other types of informal assessments to periodically check for understanding. There will be Mid Module and end of Module Assessments. District wide assessments will also be administered throughout the year.

Notebook

All students will be required to keep a notebook in class. The purpose for the notebook is so that the student can use it as a guide at home to assist them with homework and to study for upcoming tests. This notebook needs to be brought to class **DAILY!!!** It is like your textbook and you need it to understand how to do your homework successfully.

Homework

Homework will be assigned Mon. - Thurs. night. Occasionally there will be assigned work over a weekend or holiday break. All homework will be posted in the classroom and is to be written in your agenda daily. It is expected to be completed and turned in on the due date.

Parents, your child will always receive written and oral directions for a review for tests, and time to write down their daily assignments in their agendas. You are encouraged to check their agenda on a regular basis and emphasize the importance of writing in every block. (Example, "NO HW" or that day's assignment) ***Ultimately, it is the student's responsibility to take advantage of the organizational guidance offered in class.***

Preparedness

Students are expected to come to class prepared every day with notebook, glue stick, and pencils, and post it notes. Bringing the above list of materials, all assignments completed, and a willingness to learn and participate is crucial for success.

Agenda Books

Agenda books serve a variety of purposes. Students must have their agenda books at all times. Each day the student will write their homework down in the agenda book. Students will use the agenda book to keep record of their homework and future assignments. (The school provides an agenda book for students; if lost a new one must be purchased at the main office).

Absences

Excessive absences should be avoided. In the event of an absence, the student is required to make up class and homework assignments. Any student that is absent should see me prior to or immediately after the absence to obtain their missed work. Please see the Student Code of Conduct for the complete policy on completing work after an absence. **(Please note it is the students' responsibility to see me when he/she returns after an absence for any missed assignments, failure to do so will result in a zero on the assignment)**

Extra Help

If any student feels he/she needs extra help, has any questions, or needs to come in early or stay after school to make up work from an absence they are encouraged to see me and set up a time. Also I highly recommended to utilize our Grade 6 Homework Help webpage that will link to each teacher's web page. The math site offers copies of notes taken in class, copies of any homework assigned, video tutorials and links to review games online.

Behavior Expectations

- ❖ Do things that will not prevent me from teaching, nor you or others from learning.
- ❖ Respect yourself, others, and your school.
- ❖ Exhibit self-control.
- ❖ Be responsible for yourself and your actions.

Contact Me:

Please feel free to contact me at any time throughout the year. The best way to reach me is through email, (kjohnson@gstbores.org). You may also contact me by calling Cohen Middle School at 734-5078. Please allow me a 24hr grace period to respond.

I hope this course guide is clear and helpful to you. I am looking forward to an exciting year filled with many rewards and challenges that will encourage growth and maturity!!

Students and Parent(s)/Guardian(s),

Please sign the appropriate sections below and return this sheet to me. This will count as the first homework grade for the year. If you have any questions or concerns please contact me.

Student

I, _____, agree to the following course guidelines and I will do the best that I can to be successful in this class.

Signature _____

Parent/Guardian

I, _____, agree to the following course guidelines and will do the best that I can to help my child be successful in this class

Signature _____

Contact information:

Phone Number(s) _____

E-Mail Address _____

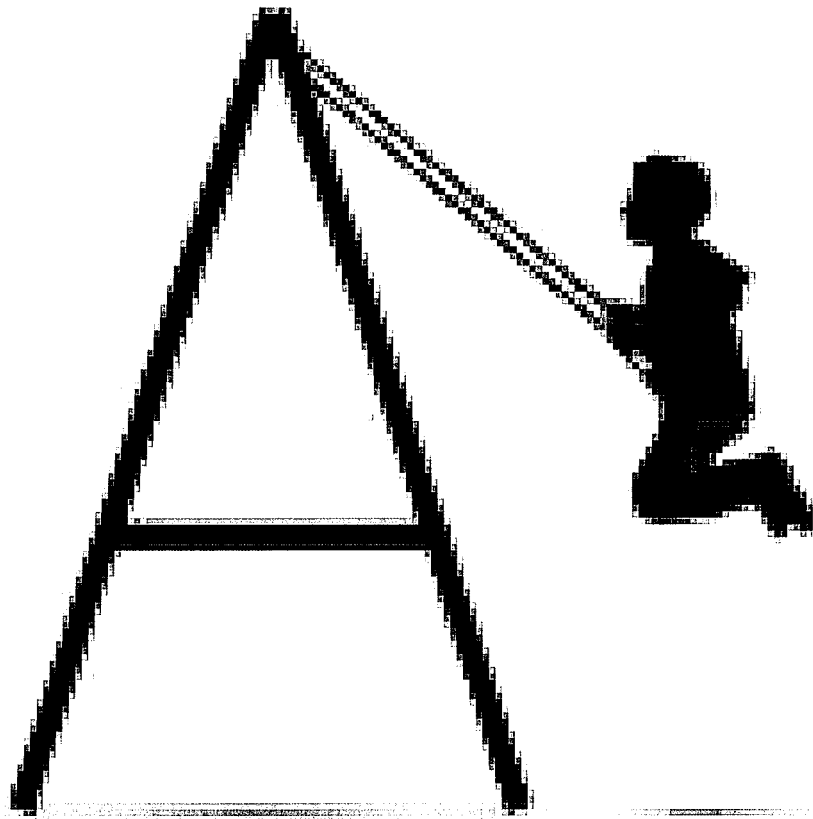
Preferred way of Contact (please circle)

Phone E-Mail

If you prefer to be contact by phone what is the best time to reach you?

Any other information I need to know about your child

Variables and Design 2019



shutterstock · 189125327

Name: _____ Period: _____

Focus Question: How can we design a controlled experiment using a pendulum system?

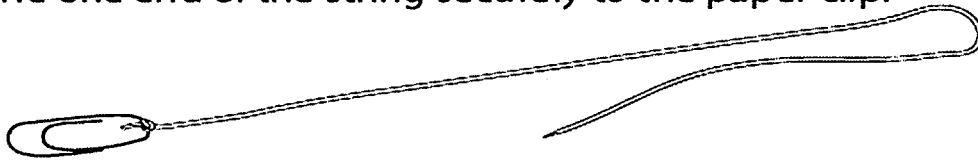
Procedure for Constructing Pendulums

Materials

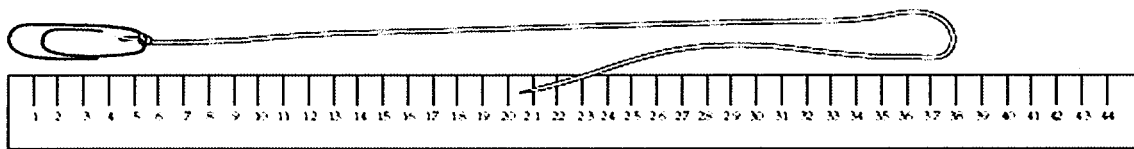
- | | | | |
|---|---------------|---|------------|
| 1 | String, 50 cm | 1 | Meter tape |
| 1 | Paper clip | 1 | Penny |
| • | Masking tape | | |

Directions

1. Tie one end of the string securely to the paper clip.



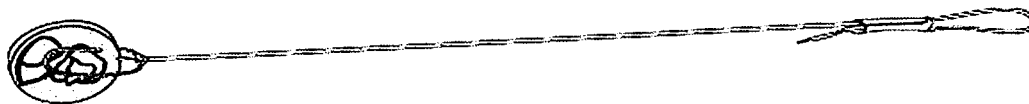
2. Measure exactly 38 centimeters (cm) from the tip of the paper clip along the string. Fold the string back at exactly the 38 cm mark.



3. Put a tiny piece of masking tape around the string to make a loop. The loop should be large enough to hang over a pencil. Remeasure to make sure the Pendulum is 38 cm from the tip of the paper clip to the top of the loop.



4. Clip a penny in the paper clip. You have made a pendulum.



To complete the pendulum system:

1. Get a piece of masking tape (~25cm).
2. Tape a pencil securely to the desk/table so that the eraser end sticks over the edge (~5cm).
3. Hang the pendulum loop over the pencil.

Focus Question: How can we describe and measure motion in the pendulum system?

Record your initial thoughts.

*Connect it with something
that you already know.*

It reminds me of...(because)

*Be curious and ask questions
you could investigate.*

I wonder what would happen if...

Focus Question: How many cycles will your pendulum complete in 15 seconds?

Experimental Design

Part 1

Hypothesis: What results to you expect?

Plan: How will you find out?

Data: What did you observe?

Name _____

Class Period _____

ELA 6 WARM UP

Week of 9/9/19

Amazing things happen when you try.

Monday Mistakes

Correct the sentence and rewrite it below:

Pleeze do not sneeze, or wheeze near there cheeze. (2 spelling errors; 1 wrong word)

Tuesday Terms

Read the word and definition. Write a sentence that uses the word correctly and draw a quick sketch that will help you remember the word.

Word: summary	Definition: a concise, complete, and accurate overview of a text.
Sentence: _____ _____ _____ _____ _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

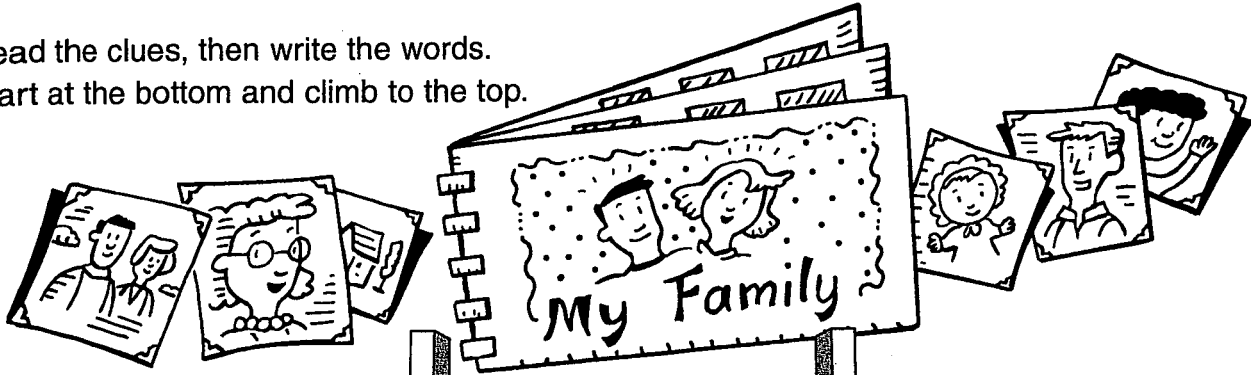
Be a learner, not a finisher. Write 2 to 3 sentences about what this quote means to you.

Friday Figurative Language

A pun is a joke that makes a play on words. What was your favorite pun this week? Why?

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



Another name for a father.
Change one letter.

Just a small amount.
To apply lightly.
Change the first letter.



A short, quick poke.
Change the first letter.



Short for *laboratory*.
Change one letter.

Another word for *taxi*.
Change one letter.

A young bear.
Change one letter.

The middle of an ear of corn.
Change one letter.

To cry.
Change one letter.

An unruly or disorderly
group of people.
Change one letter.

m o m

Name _____

This or That

READING RESPONSE PROMPTS

What is a This or That Reading Response Prompt?

A “This or That Reading Response Prompt” is a creative way for you to show understanding of what you have read. Each activity provides two choices for responding to the prompt. That means that you can choose to the “This” response or the “That” response. It’s totally up to you! The prompts encourage you to creatively express your thoughts and reactions to your reading. In addition, these activities require you to provide examples from the text you are reading. Therefore, Reading Response Activities are super fun ways to showcase your learning!

What do I write about in my Reading Prompts?

That’s an easy one. Your reading responses are all about you. So, share your own thoughts, feelings, questions, ideas, connections, and new learning that you have after reading. You’ll also want to share text examples so that others can see why you responded the way you did.

How will my This or That Reading Prompts be evaluated?

Every reading response prompt is different. That’s the fun part! But, the way you will be graded on your responses is the same. Your responses will be evaluated with a rubric. In your responses, you’ll want to include your personal reactions to the text (with lots of text support). In addition, be sure to fulfill the task completely, be creative, and demonstrate extraordinary work quality!

HOW TO COMPLETE A THIS or THAT READING RESPONSE PROMPT

STEP 1: Read the directions for the creative reading response prompt at the TOP of the worksheet.

STEP 2: Review the “This” prompt and the “That” prompt. Select one of the prompts.

STEP 3: Creatively respond to the “This” or “That” prompt. Be sure to brainstorm your response. Look back at your reading to find evidence to support your answers.

STEP 4: Complete the task.

- Add evidence from the text to support your answers
- Be creative and original
- Show quality effort

STEP 5: Re-read your response

- Make corrections
- Extend your answers

TEXTUAL EVIDENCE

When you're completing your reading responses you'll want to pack them full of textual evidence. Textual evidence is support for your answer directly from your reading. In other words, it's backing up your answer with proof from the text.

Reading Response

Without Textual Evidence

I predict that Stanley will have bad luck at the camp. It seems like an awful name for a camp.

Reading Response

WITH Textual Evidence

I predict that Stanley will have bad luck at Camp Green Lake. Since Stanley suffers constant misfortune as a result of a curse placed on his great-great grandfather, I think his bad luck will continue.

More Examples of Textual Evidence

BECAUSE

The main character, Bud Caldwell, is very caring **because** he tries to cheer up Jerry when they are both placed in foster homes. Bud explains to Jerry that being placed in a family of girls is the best thing ever.

FOR INSTANCE

Bud has a wild imagination. **For instance**, when Bud sees a box with big red letters that says, "Urgent: Contains Human Blood," he imagines that the man transporting the box is a vampire. Bud is convinced that he's traveling with a vampire and is scared out of his mind.

FOR EXAMPLE

Throughout the book, Bud, Not Buddy, it is clear that Bud is attached to things. **For example**, Bud carries around a suitcase filled with items from the past. Every day he looks at the items in his suitcase and is reminded of his mother and her world.

Use these words or phrases to show textual evidence

- FOR INSTANCE
- BECAUSE
- FOR EXAMPLE

- THE AUTHOR STATES
- ACCORDING TO THE TEXT
- FROM THE READING, I KNOW THAT

Name _____

Reading Response Prompt _____

	0	1	2
Personal Reactions to the Text	Gives a response without explanation. Reactions may be superficial, mere summaries, or vague.	Reactions are supported by examples from the text, but provide little detail.	Multiple reactions to the text are supported by many details and examples.
Task Fulfillment	None of the tasks for this reading response were completed.	Some of the tasks for this reading response were completed.	All of the tasks for this reading response were completed.
Originality	The assignment does not demonstrate any originality.	Some original ideas are evident in the assignment.	The assignment showcases exceptional originality and creativity.
Work Quality & Effort	Poor work quality or effort.	Work quality and effort is mediocre.	Extraordinary work quality and effort demonstrated.
Mechanics, Usage, and Grammar	4+ mistakes in mechanics, usage, and/or grammar	1-3 mistakes in mechanics, usage, and/or grammar.	No mistakes in mechanics, usage, and grammar.

Total _____ / 10

NAME _____

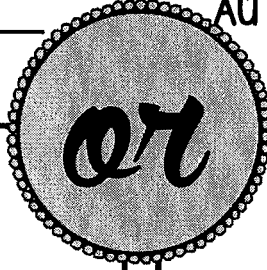
MAKE CONNECTIONS

When you make connections between what you are reading and your world, you are able to develop a better understanding of the text. Select a prompt below and showcase connections you've made between the book you are reading and your own life or another story you have read

TITLE _____

AUTHOR _____

This



That



Write about how this book relates to **YOUR OWN LIFE**.

How do the characters, settings, and plot events remind you of your own life?



Write about how this book relates to **ANOTHER STORY** that you have read.

How do the characters, settings, and plot events remind you of another text?

Lined writing area with 18 horizontal lines for student responses.

Name _____

**THIS
OR
THAT**

Reading Response Prompt _____

	0	1	2
Personal Reactions to the Text	Gives a response without explanation. Reactions may be superficial, mere summaries, or vague.	Reactions are supported by examples from the text, but provide little detail.	Multiple reactions to the text are supported by many details and examples.
Task Fulfillment	None of the tasks for this reading response were completed.	Some of the tasks for this reading response were completed.	All of the tasks for this reading response were completed.
Originality	The assignment does not demonstrate any originality.	Some original ideas are evident in the assignment.	The assignment showcases exceptional originality and creativity.
Work Quality & Effort	Poor work quality or effort.	Work quality and effort is mediocre.	Extraordinary work quality and effort demonstrated.
Mechanics, Usage, and Grammar	4+ mistakes in mechanics, usage, and/or grammar	1-3 mistakes in mechanics, usage, and/or grammar.	No mistakes in mechanics, usage, and grammar.

Total _____ / 10

Directions: Use the Scrabble letters to spell these words and add your points together!

- 1. Your first name: _____ Points: _____
- 2. Your last name: _____ Points: _____
- 3. The name of your school: _____ Points: _____
- 4. Your teacher's name: _____ Points: _____
- 5. Your favorite subject: _____ Points: _____
- 6. Your favorite book: _____ Points: _____
- 7. Your favorite TV show or movie: _____ Points: _____
- 8. Your favorite food: _____ Points: _____
- 9. Your favorite color: _____ Points: _____
- 10. Your favorite sport: _____ Points: _____

Add all your points together. How many points do you have in all?
Total Points: _____

Scrabble Letters

A₁

B₂

C₂

D₂

E₁

F₂

G₂

H₂

I₁

J₂

K₂

L₂

M₂

N₃

O₁

P₃

Q₄

R₃

S₃

T₃

U₁

V₃

W₃

X₄

Y₁

Z₄