

P.S. DUPONT MIDDLE SCHOOL ~ MRS. FEORINO'S 6TH GRADE SCIENCE CLASS SYLLABUS

MAJOR CONTENT TO BE COVERED:

- *Scientific Processes/Inquiry
- *Human Body Systems
- *Earth History
- *Forces & Motion
- *Electrical Energy & Magnetism

What if I'm absent?

On the day you are back in class, go to the **WHILE YOU WERE OUT** board to retrieve your work from the appropriate class folder. Follow the directions on the sheet provided and turn in the work in to the teacher. It is **YOUR RESPONSIBILITY** to find out what was missed.

Classroom Behavior Expectations:

1. Enter with materials & begin work on the science daily.
2. Copy homework information into agenda.
3. All talking will stop when the bell rings. All unnecessary class materials should go underneath of your table.
4. To speak or use the bathroom, raise your hand and wait to be called upon. Speak civilly and disagree politely. Listen to your partners.
5. Clean up after yourself and your group.
6. Stay focused on the day's assignment.
7. Your first and last name and period number must be on the top of each paper.
8. Late work may only be submitted for reduced credit within three school days of the original due date.
9. Perform only the authorized experiments in class.
10. The teacher will dismiss the students, not the bell! Chairs must be pushed in when leaving your table at any time.

KEEP THIS PAGE HANDY AT HOME AND RETURN THE ATTACHED SHEET TOMORROW, SO I KNOW YOU HAVE BOTH READ THROUGH THE SYLLABUS.

SUPPLIES:

- *Binder
- *Pencils
- *Ruled Paper
- *Highlighter

Requested donations:
~paper towels
~table wipes
~tissues

Grades:

1. Homework (5%)
2. Classwork assignments (5%)
3. Quizzes & Projects (20%)
4. Labs (30%)
5. Major Assessments (40%)

Class Rules...

1. Raise your hand & wait patiently to be called on before speaking.
2. Respect all others & speak civilly in the classroom and during all class activities.
3. Remain focused on your work at all times!
4. Have all appropriate materials when entering the classroom, including your agenda book.
5. Follow directions the first time they are given.

...and Consequences:

NAME ON THE BOARD—this is a warning in addition to the verbal and non-verbal cues

NAME WITH A CHECK—parent/guardian will be contacted

UTURN—after a third time being asked to follow rules, student will be sent to 331 & parent/guardian will be contacted.

*Drastic disruptions result in skipping one or more of these steps.

Contact Me Here:

christina.feorino@bsd.k12.de.us

Please, check my classroom website daily for daily assignments & news:

<http://www.brandywineschools.org/Domain/852>

Grades are updated weekly on the HAC site.

Student: _____

Science Period #: _____

Parent/Guardian #1 Name: _____

Email: _____

Best Phone # To Reach You: _____ Mobile Home

Parent/Guardian #2 Name: _____

Email: _____

Best Phone # To Reach You: _____ Mobile Home

I have read the syllabus:

STUDENT SIGNATURE

PARENT SIGNATURE (S)

Please complete the front side of this form, tear at the perforation & return to Mrs. Feorino as soon as possible. This will help me to keep in contact with you throughout the year. If any information changes, please email me with the updates.

Thank you!

<p align="center">~Human Body Systems~</p> <p>This unit takes a look at studying people scientifically. Students will learn about clinical trials and the ethics behind testing medicines on living organisms in the interest of furthering scientific discoveries. This unit will focus on learning about specific systems in the human body, diagnosing problems, and the treatment/prevention of problems with certain bodily systems. Incorporation of the book <i>Chew On This</i> will be utilized to discuss our diet/exercise choices, and the role and responsibility of other stakeholders on the health of US citizens. Students will also be responsible creating a health brochure on a topic of interest in regard to our body systems and their complications.</p>	<p align="center">~Earth History~</p> <p>Our Earth science unit takes a look at the continual construction and destruction of Earth's landforms over time. Our study takes us on a brief review of the knowledge students have on minerals, rocks, and the rock cycle. Students will look at surface processes of weathering and erosion, rock and fossil evidence to help support geologist theories on the chronological development of Earth and its landforms. Students will study the devastating causes and effects of volcanoes and earthquakes. Many of the terms utilized in this unit are "piggy-backed" off of what is covered in the beginning of the year with Mrs. Whitaker's social studies class.</p>	<p align="center">~Forces and Motion~</p> <p>Students will look at average speed, constant speed, graphing data, experimenting with different surface types for friction, learning about Newton's Laws of Motion and gravity. Students will use the ipads to create a model rollercoaster after exploring the forces that are placed upon riders by a coaster's design. Students will also review information learned from the 4th grade electric circuits unit and expand their learning of circuitry by focusing on the energy within the system, how it flows and how it transforms. Students will also begin exploring how electric charges can create magnetism.</p>
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This school year in all of our units we will focus on the practices that all scientists utilize, regardless of the area of study or field. Students will be expected to research and gather information, ask questions and develop plans to solve problems, create models to demonstrate understanding of a topic, analyze and evaluate information and data, carry out investigations and communicate clearly the end result. Students will begin to see common threads that appear in each of the units. We call these our cross-cutting concepts and will help the students to begin seeing the impact of one science field on another and why communication is an essential KEY toward bettering our world.

