

Norterra Canyon School
Tish Mineer, Principal

Jen Hermanson, Assistant Principal

Mrs. Sears & Mrs. Barron's 6th Grade Syllabus

Parent Involvement is all about our working together to make the best educational experience possible for each and every student. Research shows that your participation in your child's education will boost his or her achievement in school. At Norterra Canyon, we are committed to treat parents as partners while keeping lines of communication open and focused on the needs of your student. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience. We believe that your trust in the staff at Norterra Canyon is required to ensure your child's success.

Michelle Sears

- Northern Arizona University - B.S. Elementary Education with an emphasis in Social Studies and graduated with top honors with summa cum laude (4.0 GPA)
- I love spending time with family, traveling, camping, watching my daughter play volleyball and shopping.

Jill Barron

- Samford University-Birmingham, Alabama
B.S. Elementary Education
Biology Minor
 - Valdosta State University- Valdosta, Georgia
Masters in Middle School Math and Science
 - I love spending time outdoors and exploring Arizona.
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AZ State Standards: <https://www.azed.gov/standards-practices/academic-standards>

ELA:

- **Unit 1:** Facing Fear/Narrative Writing
- **Unit 2:** Science & Technical/Informative Writing
 - Novel study: The Giver
- **Unit 3:** Making Your Voice Heard/Argumentative Writing
 - Novel Study: Dragonwings
- **Unit 4:** Mythology
 - Novel study: Percy Jackson's Lightning Thief
- **Unit 5:** Moral & Civil Rights
 - Novel Study: Bud, Not Buddy

Humanities:

- **Unit 1:** Geography & Early Humanity
- **Unit 2:** River Civilizations
- **Unit 3:** World Religions
- **Unit 4:** Democratic Society
- **Unit 5:** Age of Change

Science:

- **Unit 1:** Atoms and Molecules
- **Unit 2:** Solar Systems
- **Unit 3:** Tilt of Earth and the Seasons
- **Unit 4:** Sun's Radiation
- **Unit 5:** Wolves of Yellowstone
- **Unit 6:** Sustainable Fish

Math:

- **Unit 1:** Area and Surface Area
- **Unit 2:** Introducing Ratios
- **Unit 3:** Unit Rates and Percentages
- **Unit 4:** Dividing Fractions
- **Unit 5:** Arithmetic in Base Ten
- **Unit 6:** Expressions and Equations
- **Unit 7:** Rational Numbers
- **Unit 8:** Data Sets and Distributions
- **Unit 9:** Putting it All Together

District Links:

- [*DVUSD Math Resources for Parents*](#)
- [*DVUSD English Language Arts Resources for Parents*](#)
- [*DVUSD Social Studies Resources for Parents*](#)
- [*DVUSD Science Resources for Parents*](#)

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will have their full schedule, but shortened classes so teachers are able to participate in PLC work. PLC work is directly related to the planning, instruction and interventions teachers implement in the classrooms to ensure that students master the standards.

Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- *What do we want all students to know and be able to do?*
- *How will we know if they learn it?*
- *How will we respond if some students do not learn?*
- *How will we extend the learning for students who are already proficient?*

PLC Teams are responsible for collaborating to establish general consistency among the following:

- *Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.*
- *The method and schedule for additional learning opportunities.*
- *Due dates, deadlines, and procedures for reassessment.*
- *Create opportunities for common scoring of assessments.*

HOMEWORK & GRADES

- *Research provides strong evidence that, when used appropriately, homework is essential for increasing and reinforcing student learning and achievement for course standards.*

Homework may be differentiated to meet the needs of our varied learners. The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.

- *Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.*
- *The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.*
- *Learning is a process that takes place over time and at different speeds for different students thus our standards based grading reflects growth towards mastery of standards.*
- *PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).*

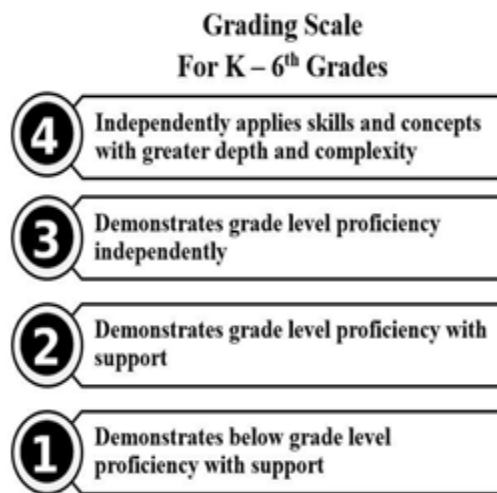
In 3rd through 8th grades students may earn the academic recognition of Principal's List or Honor Roll:

Principal's List

All 4's (including special area and other elective courses)
No Incompletes
No Us or Ns for Citizenship grades

Honor Roll

All 3's and 4's (including special area and other elective courses)
No Incompletes
No Us or Ns for Citizenship grades



At the end of each quarter, the 8 point IBMYP grade will be converted to the DVUSD 4 point scale.

WHY STANDARDS BASED GRADING?:

Parents:

- *Progress reports are less mysterious and have more meaning*
- *Parents are aware of exactly what their child knows, is able to do, and next steps for progress*
- *Parents know in what areas their child needs more support*
- *Parents are empowered to increase their child's confidence and help their student set goals*

Students:

- *Learning targets are clearly defined and aligned with state standards.*
- *Students are offered multiple opportunities and ways through which to demonstrate proficiency*

- *Students monitor their own progress toward the achievement of specified targets*
- *Specific feedback on progress helps build self-esteem, pride, and motivation*

Teachers:

- *Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided*
- *Teachers of the same courses have aligned expectations and standards*
- *Assessment results help teachers determine when students need extra help and when they need more challenging work*

****Please remember that during the grading period IB scores will look different than the end of quarter grades. IB grades work on the scales detailed below.***

For Formative Assessments:

- *These are the grades that let students know how well they understand the content as they PRACTICE to prepare for the summative assessment.*
- *You will see at least one progress grade entered per content area each week.*
- *The progress scores are just practice for students to know how they are developing the skills and knowledge needed for the summative. To hold students accountable, formative assessments truly are preparation for the summative.*

3	Mastery of skill, concept, or standard	<ul style="list-style-type: none"> • "I got it!" • Positive results
2	Some understanding of skill, concept, or standard	<ul style="list-style-type: none"> • "I'm not quite there yet..." • "I get some of it..." • Questionable results
1	Limited understanding of skill, concept, or standard	<ul style="list-style-type: none"> • "I tried and don't get this at all" • Poor results • Skill, concept, or standard need to be worked on before the summative assessment
M	Missing Evidence	<ul style="list-style-type: none"> • "I had the chance to do the work, but did not do it" • There is no evidence for the teacher to give feedback on

For Summative Assessments:

- *Final grades at the end of a unit*
- *Scored 0-8 based on Subject Area Rubrics*
- *Across all subjects, the grading interpretation is as follows:*

<i>Brief Description</i>	<i>IB Achievement Score</i>
<i>Excelling</i>	8
	7
<i>Mastering</i>	6
	5
<i>Progressing</i>	4
	3
<i>Beginning</i>	2
	1
<i>No Evidence</i>	0

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order to learn. The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there. Students, in order to demonstrate mastery of the content, may retake assessments up to one week after the initial assessment.

Retake Policy

- *For a student to qualify for a retake the student must complete all work up to the unit assessment. All missing or incomplete work must be completed by the day of the original unit assessment.*

Late Work Policy

- *There is no grade penalty for late work, and all work within a unit will be accepted up to the unit assessment. However, it is in the student's best interest to stay on top of their nightly/weekly homework assignments as concepts continually build upon each other and it is difficult to catch up.*

STUDENTS ROLE IN LEARNING

As students grow and become self-directed in learning about themselves as a learner, they have to analyze their own study habits. They will need to figure out what actually works for them to retain the new knowledge they are gaining and use those strategies to support their learning. Citizenship grades on the report cards and the PRIDE Card in grades 6-8 reflect student effort and behavior and are completely separate from their academic grades.

NORTERRA CANYON COMMUNICATION PROTOCOL

6th grade communication through weekly emailed newsletter

If a child's safety or school-wide safety is a concern, please contact the front office or a staff member immediately. All Pirate Staff members work together to ensure the safety of all students. If you have any questions or concerns about my classroom, please contact me by email or by calling the office and leaving a message. Attached is a link to our campus communication protocol.

[*NC Communication Levels*](#)

Academic Honesty Policy

[*NC Academic Honesty Policy*](#)