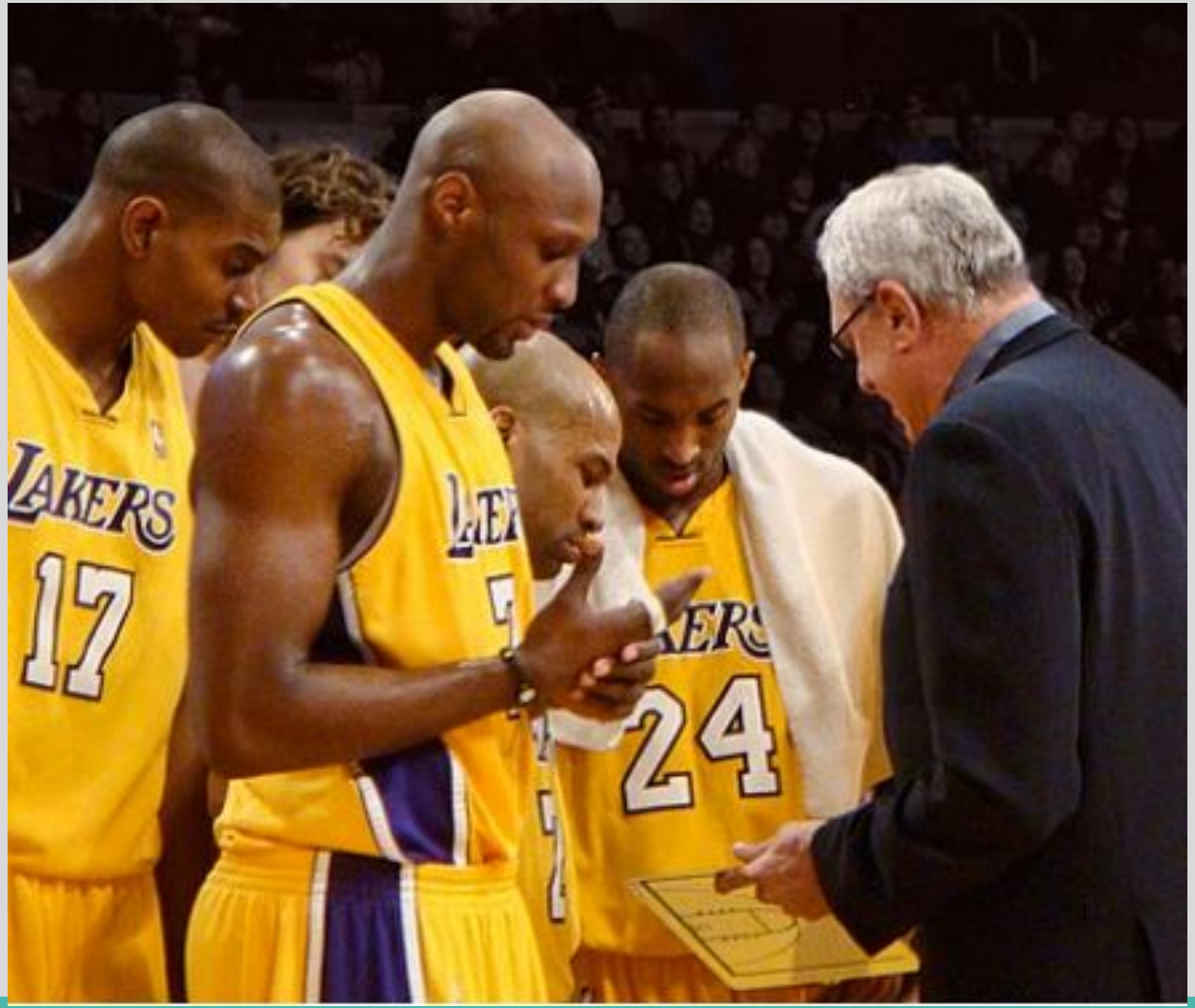
WELCOME TO BACK TO SCHOOL NIGHT 2024-2025

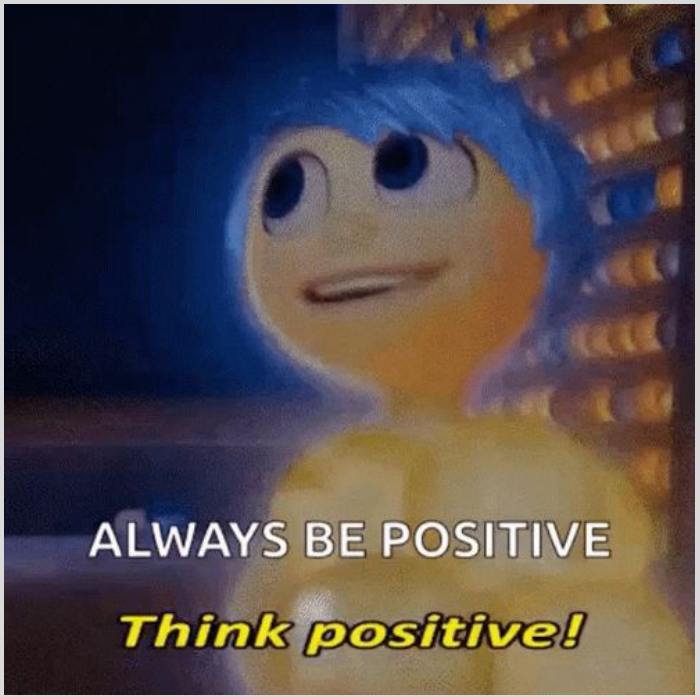
Mr. Sanchez

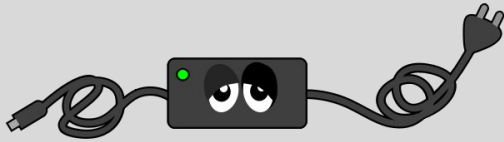
6th Grade Math & Science


IT'S A GREAT DAY FOR SOME SCIENCE!
Numbers Chart 1-120
Dodgers
Los Angeles
CLASSROOM RULES
DO YOUR BEST
BE READY TO LEARN
EYES FORWARD & LISTEN
RAISE YOUR HAND
BE RESPECTFUL
SAY PLEASE & THANK YOU
SHARE & TAKE TURNS
KEEP HANDS TO YOURSELF
FOLLOW DIRECTIONS
TRY NEW THINGS
BELIEVE IN YOURSELF
WORK HARD & HAVE FUN
PROGRESS NOT PERFECTION
SOLAR SYSTEM


LAKERS
17
24

What should my student bring to Class?





Attendance in the Upper Grades

- Students should miss no more than 9 days each year to stay engaged, successful and on track to graduation
- Missing 10% of the year, or 2 days/month, can affect a students' academic success.
- By 6th grade, absenteeism is one of the three signs that a student may drop out of high school

Asistencia en los superiores grados

- Los estudiantes no deben perder más de 9 días de clases cada año para mantenerse involucrados, exitosos y encaminados hacia la graduación.
- Faltar un 10%, o 2 dias al mes, puede afectar el éxito académico de un estudiante.
- Para el 6o grado, el ausentismo es una de las tres señales de que un estudiante puede abandonar la escuela secundaria.

STUDENT ATTENDANCE MATTERS

There are an estimated 5–7.5 million students in the United States who are chronically absent from school.

Chronic absenteeism hurts students in a variety of ways as they progress through their school career, starting with kindergarten.

DEFINITIONS:

Chronic Absence – Missing 2 days each month, totaling 18 days, equals 10% of the school year

Good Attendance – Missing 9 days or less in a school year (5%)

Kindergarten and first-grade students who are chronically absent have an **81% chance** of **reading below grade level** in third grade.

By **6th grade**, chronic absence becomes a **leading indicator** that a student will **drop out** of high school.

By **9th grade**, chronic absence becomes a **better predictor** of a student dropping out **than any 8th grade test score**.

By **college**, a chronically absent high school graduate has an **11%** chance of **receiving any degree**.

Kindergarten students who are chronically absent have a **61% chance** of being held back for **reading below grade level** in third grade.

In **4th grade**, chronically absent students score an average of **12 points lower on NAEP* tests** than students who showed good attendance.

In **8th grade**, chronically absent students score an average of **18 points lower on NAEP* tests** than students who showed good attendance.

Between **8th and 12th grade**, a student who is chronically absent is **7.4 times** more likely to **drop out**.

*National Assessment of Educational Progress

How Families Can Help

- Discuss the importance of daily attendance
- Help your child maintain daily routines
    - Finishing homework
    - Getting enough sleep
- Schedule non-urgent appointments and trips for when school is not in session

Lo que puede hacer

- Habla sobre la importancia de presentarse en la escuela diariamente
- Ayuda a su hijo o hija a mantener las rutinas diaria
    - Terminar la tarea
    - Dormir bien por la noche
- Trate de programar las citas médicas y los viajes para cuando no haya clases en la escuela

Math Standards

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters ▢ Supporting Clusters ○ Additional Clusters

6.RP.A	■	Understand ratio concepts and use ratio reasoning to solve problems.
6.NS.A	■	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
6.NS.B	○	Compute fluently with multi-digit numbers and find common factors and multiples.
6.NS.C	■	Apply and extend previous understandings of numbers to the system of rational numbers.
6.EE.A	■	Apply and extend previous understandings of arithmetic to algebraic expressions.
6.EE.B	■	Reason about and solve one-variable equations and inequalities.
6.EE.C	■	Represent and analyze quantitative relationships between dependent and independent variables.
6.G.A	▢	Solve real-world and mathematical problems involving area, surface area, and volume.
6.SP.A	○	Develop understanding of statistical variability.
6.SP.B	○	Summarize and describe distributions.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 6

6.NS.B.2	Multi-digit division
6.NS.B.3	Multi-digit decimal operations

desmos

And many other resources

Components:

- Real life relationships
- Inquiry based development
- Differentiated Approach
- Scaffolds learning

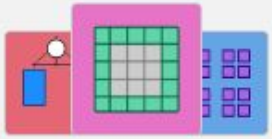
Unit 1: Area and Surface Area
21 Days

Unit 2: Introducing Ratios
20 Days

Unit 3: Unit Rates and Percentages
19 Days

Unit 4: Dividing Fractions
19 Days

Unit 5: Decimal Arithmetic
23 Days

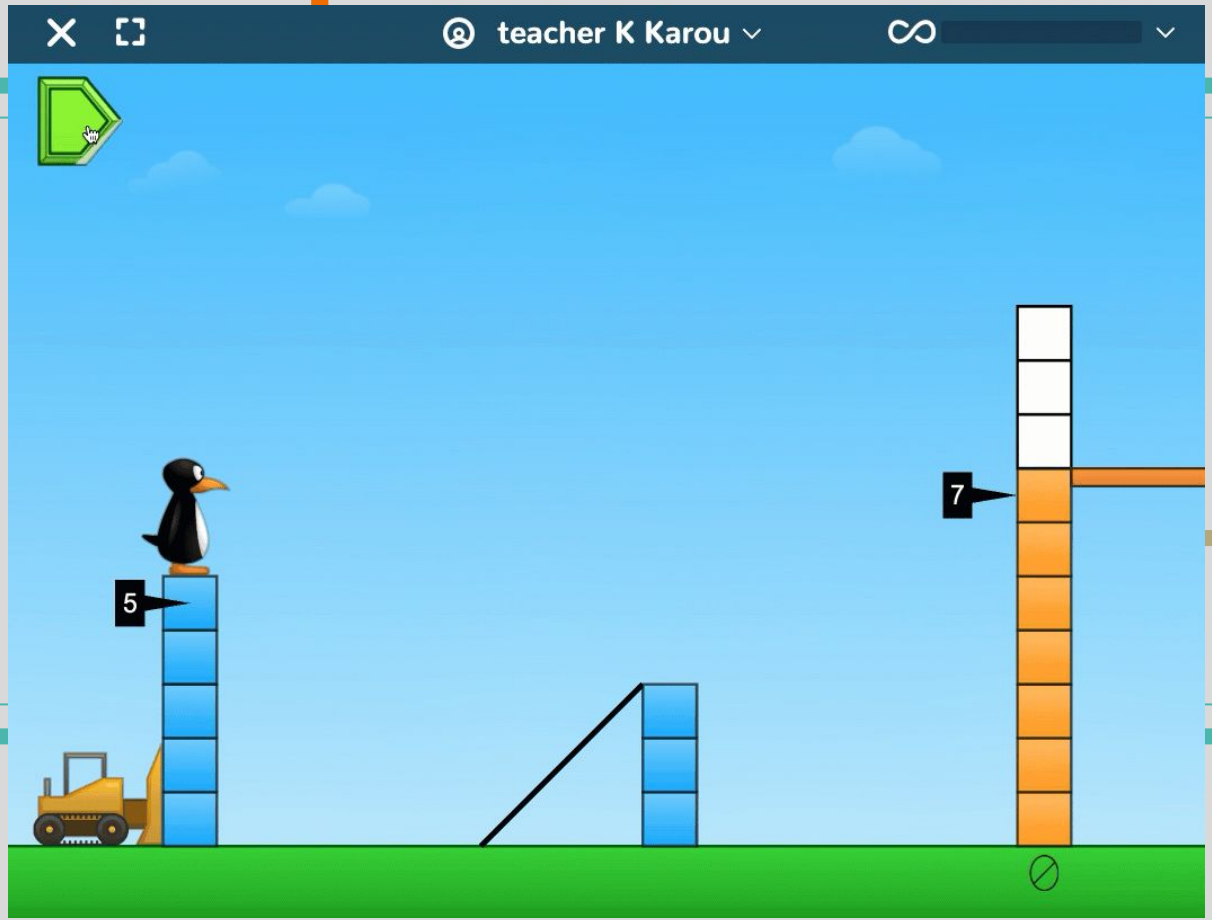


Unit 6: Expressions and Equations
22 Days

Unit 7: Positive and Negative Numbers
18 Days

Unit 8: Describing Data
22 Days

60 puzzles a week



Math & Science Grading

Grading for Mastery

A Mathematically Fair Scale

- Math & Science will be using a 4 point scale and students will be graded using CCSS Mathematics, Math Practices & NGSS 3-Dimensional rubrics (skills, content, and ability to make connections)

A Mathematically Fair Scale

- Traditional 100 point scale is skewed against students.
- Fails to portray an accurate measure of skills.
- Fails to accurately measure progress and learning.

100	5
90	4
80	3
70	2
60	1
50	0
40	-1
30	-2
20	-3
10	-4
0	-5

What do these scores mean?

A	4	Exceeds Expectations, a “Wow” product
B	3	Meet Expectations, a “great” product
C	2	Developing a “good” product
D	1	Beginning, a “fair” product
F	0	Not present/blank product

Math Curriculum Breakdown

- Math Grades will be broken down as follows:
  - 20% Individual Practice
  - 10% Group Activities/Homework
  - 70% Assessment (Learning Document)

SCIENCE

- All students learning Next Generation Science Standards(NGSS)
  - 3 Focus Areas
    - Science and Engineering Practices
    - Disciplinary Core Ideas
    - Crosscutting Concepts
- Integrated Model
  - Life, Physical, Earth & Space

THE LEADER in PreK-12 STEM EDUCATION

Shift #1: *K-12 Science Education Should Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World.*

Past 7th Grade Life Science CA Standard

- *Students know* plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems and whole organism.

Current Middle Grades CA NGSS Adopted Standard

- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Do they need each other?

Disciplinary Core Ideas

Physical Science
PS 1: Matter & its interactions
PS 2: Motion & stability: Forces & interactions
PS 3: Energy
PS 4: Waves & their applications in technologies for information transfer

Life Sciences
LS 1: From molecules to organisms: structures & processes
LS 2: Ecosystems: Interactions, energy, & dynamics
LS 3: Heredity: Inheritance & variation of traits
LS 4: Biological evaluation: Unity & diversity

Earth & Space Sciences
ESS 1: Earth's place in the universe
ESS 2: Earth's systems
ESS 3: Earth & human activity

Engineering, Technology, & the Application of Science
ETS 1: Engineering design
ETS 2: Links among engineering, technology, science, & society

Science and Engineering Practices

1. Asking questions & defining problems
2. Developing & using models
3. Planning & carrying out investigations
4. Analyzing & interpreting data
5. Using mathematics & computational thinking
6. Constructing explanations & designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, & communicating information

Crosscutting Concepts

1. Patterns
2. Cause & effect
3. Scale, proportion, & quantity
4. Systems & system models
5. Energy & matter
6. Structure & function
7. Stability & change

Science Units

- Systems and Subsystems in Earth and Life Science
- Earth System Interactions Cause Weather
- Causes and Effects of Regional Climate
- Effects of Global Warming on Living Systems

Curriculum Breakdown

- Each scope/unit gets one grade composed of the following:
  - 20% Individual Practice
  - 20% Group Activities: labs to be graded with rubric
  - 60% Scope/unit Evaluation

Advancement

- BiWeekly organizational Check and Learning Logs
- **Back to Basics:** Organization, Time Management, Typing
- **Communication:** Problem Solving skills embedded (logic focused)
- **Collaboration:** Problem Solving skills embedded (logic focused), Presentation Skills
- **Tech talk:** Research skills, Plagiarism, Presentation skills
- **Digital Citizenship:** Commonsense.org
- **Grade Checks:** Monthly.
- **Coding and Researching High Schools**