

Springfield Scholars Program

6th grade Science

2020-2021 Syllabus

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Room: CHS 140
Classroom phone: (417) 523-9797
Conference: 3rd and 4th block

Course Description

This course is designed to help each student develop a solid understanding of the fundamental concepts of middle school science, develop critical thinking skills, and engage in the investigative nature of science. In addition to content and technical skills, the course will help students develop affective competencies such as self-regulation, perseverance, and social awareness. Teaching methods include a variety of instructional strategies, both seated and virtual. Students will have the opportunity to participate in one or more science competitions.

Course goals:

- to support gifted students by providing accelerated learning experiences
- to foster an interest in and an appreciation for science and the role science plays in our world
- to meet Springfield Public Schools' Instructional Goals for Science, grades 6-8, with a focus on Astronomy, Biology, Chemistry, Inquiry, and Science and Engineering Practices

Course Supplies

This year, it is important that students transport the supplies provided by the Scholars Program and their district-provided device to and from school each day.

Grading

Grades are based on total points that are approximately distributed as 30% tests and quizzes, 30% lab activities and inquiry, 30% other assignments, and up to 10% for a final exam. All individual grades, digital feedback, and the current overall grade can be found in Canvas. The official course grade is in Home Access (eschool) and will be updated weekly.

The grading scale used in this class is the familiar A through F scale, with limited levels of performance, which directs student and teacher focus to levels of understanding rather than points. Because grades must be entered in Home Access/eschool on a percentage scale, the gradebook in Canvas will convert the overall score to a percentage. Please see the grading and performance scales located at the end of this document for the letter-number conversions. Note that an F (which means "Fix!") can be in one of two forms: 0% (F) and 50% (F).

Late Work and Revised Work

Late work and revised work are accepted for full credit but may not receive the same level of feedback that on-time work receives. Since feedback on assignments helps improve understanding, it is in the student's best interest to turn assignments in on-time. Once a graded assignment has been returned to the class, an alternate assignment may be provided; alternate assignments may not receive the same level of feedback that on-time assignments receive.

Absences

It is important each student to be in class or participate in online learning every day in order to benefit from discussions and activities that cannot be duplicated with make-up work. When an absence cannot be prevented, students are still responsible for the assignments and content knowledge. Attendance for days that students are working from home is based on activity in Canvas, so it is important for students to log in and complete work on a regular basis when learning from home. The attendance office should be contacted to inform the school any time a student is absent, late, or must leave early.

Makeup Policies

Tests: Students should see me as soon as possible to schedule a makeup test. It is strongly recommended that tests are made up within one week. Makeup tests may be in a different format but will cover the same content.

Labs: Alternate assignments may be given for some labs due to their collaborative nature, the need for specific materials or equipment, and the limited time students have in the classroom laboratory.

Other activities and assessments: students may be given alternate assignments for activities and assessments if the original conditions of the activity cannot be duplicated. At the teacher's discretion, students may be exempt from some activities and/or assessments that are missed if the absence is excused and there are alternate methods for the student to demonstrate content mastery.

Student Expectations

- We will follow The Central High School Student Handbook policies.
- Be respectful--of others, our school, our classroom, and classroom supplies.
- Arrive prepared for class, be seated before the tardy bell rings, and wait to be dismissed before leaving class.
- Technology use in the classroom should be for academic purposes. Chromebooks should remain closed unless the teacher has given permission for their use. Cell phone use in the classroom is prohibited without specific permission from the teacher.
- Because safety is of utmost importance, improper conduct in the lab will not be tolerated. Safety violations will result in sitting out the activity with zero points earned and a call to parents.

[Parents, please follow this link to complete the parent information page!](#)

Grading Scale used in Scholars Science

Letter Grade	Home Access Scale	Points Earned in Canvas (Scholars Science)		
		1-point assignment	2-point assignment	4-point assignment
A	92.5 - 100.0	1.00	2.00	4.00
A-	89.5 - 92.49	0.93	1.86	3.72
B+	86.5 - 89.49	0.90	1.80	3.60
B	82.5 - 86.49	0.87	1.74	3.48
B-	79.5 - 82.49	0.83	1.66	3.32
C+	76.5 - 79.49	0.80	1.60	3.20
C	72.5 - 76.49	0.77	1.54	3.08
C-	69.5 - 72.49	0.73	1.46	2.92
D+	66.5 - 69.49	0.70	1.40	2.80
D	62.5 - 66.49	0.67	1.34	2.68
D-	59.5 - 62.49	0.63	1.26	2.52
F	Below 59.5	0.50	1.00	2.00

Performance Scale used in Scholars Science

Grade	Quality of Work	Description of Work
A	Advanced; Excellent work	--Consistently shows a thorough and correct understanding of the concept or ability to perform the skill. Extends understanding beyond the requirements of the standard by relating concepts, by offering new ideas, by a deep and nuanced analysis, or by demonstrating a level of understanding or skill beyond expectations for proficiency. --Excellence while meeting the objective was sustained. The student's performance was clearly and significantly above satisfactory and of an independent and creative nature.
B	Proficient; Good work	--Shows a mostly correct understanding of the concept or ability to perform the skill as articulated in the standards. --Work is independent but may contain a few minor errors.
C	Basic; Satisfactory work	--Shows a basic but incomplete understanding of the concept or and skill as articulated in the standards. --Work may contain many minor errors or limited, but significant errors. --Some support (hints) may be needed to satisfactorily complete the work
D	Below Basic; Marginal work	--Demonstrates significant misconceptions, lack of understanding of key components of the concept, or an inability to successfully perform the skill. --Work contains frequent and significant errors. --Support is needed to satisfactorily complete the work.
F (50 %)	No Evidence	--The student does not demonstrate any understanding or ability to apply concepts, processes, and skills for the objective.
F (0 %)	No Work	--No work, or work that did not address the requirements of the assignment.