**Inman Middle School**

6th grade Earth Science

2016-2017

Teacher (room number):       Ford (3027), Hughes (2026), Nunnink (2030), Vaughn (3023)

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| **Email Address**  **Web Page** | [Spence.Ford@atlanta.k12.ga.us](mailto:Spence.Ford@atlanta.k12.ga.us) [www.inmanford.weebly.com](http://www.inmanford.weebly.com)  [jhughes@atlanta.k12.ga.us](mailto:jhughes@atlanta.k12.ga.us) [www.hughesearthsciencerocks.weebly.com](http://www.hughesearthsciencerocks.weebly.com)  [mnunnink@atlanta.k12.ga.us](mailto:mnunnink@atlanta.k12.ga.us)  [www.atlanta.k12.ga.us/Page/8124](http://www.atlanta.k12.ga.us/Page/8124)  [mvaughn@atlanta.k12.ga.us](mailto:mvaughn@atlanta.k12.ga.us) [www.inmanvaughn.weebly.com](http://www.inmanvaughn.weebly.com) |
| **Tutorial Hours** | Ford: WEDNESDAY AFTERNOON 4:20-5:10  Hughes: MONDAY MORNING 7:40-8:40  Nunnink: FRIDAY MORNING 7:40-8:40  Vaughn: MONDAY AFTERNOON 4:20-5:10 |

**Course Description**:  The 6th Grade Earth Science curriculum provides students with the necessary knowledge and skills to transition from elementary Earth Science standards to high school geology, astronomy, and hydrology standards. The course is designed to provide students with an overview of the common concepts and strands in the Earth sciences including but not limited to astronomy, hydrology, meteorology, geology, and oceanography. These concepts are investigated through observing, collecting, summarizing, analyzing, and presenting the results of scientific investigations and fieldwork designed for students to develop appropriate knowledge and skills in science as inquiry. All students will be provided appropriate differentiated instruction to help them reach maximum potential.

**Course Curriculum Content**

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| **Units/Topics/Chapters** |
| Unit #1- Geology (Structure of the Earth)  Unit #2- Geology (Rocks and Minerals)  Unit #3- Geology (Weathering & Erosion)  Unit #4- Hydrology (Water in Earth Processes)  Unit #5- Meteorology (Weather & Climate)  Unit #6- Astronomy (Scale & Contents of Universe)  Unit #7- Astronomy (Earth, Moon, Sun)  Unit #8- Sustainability and Population (Human Impact) |

**Instructional Materials and Supplies**

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| **Published Materials** | **Instructional Supplies** |
| None | Materials will include but not be limited to: **grid-ruled composition book, index cards (3x5), colored pencils and/or markers, blue or black pens, lined paper**, poster board, glue/glue sticks, recycled items, reference books, newspapers, magazines, as well as other items to help produce projects.  Items in bold are essential for the first week. |

**CLASS EXPECTATIONS:**

Every student is expected to be prepared for class each day. That includes a calculator, notebook and/or paper, pencil, other teacher-requested resources, and a colored pen/highlighter as well as being as being an active participant in class. Students are also expected to exhibit behavior conducive to learning and follow all the policies and procedures that are stated in your student handbook.

**LATE WORK POLICY:** The teacher reserves the right to determine which assignments may be submitted late.  An alternative assignment may be given in lieu of a late grade.

**ACADEMIC INTEGRITY:**Instances of cheating should will not impact students’ academic grades. Violations of [policy JFA Academic Integrity](http://www.boarddocs.com/ga/aps/Board.nsf/goto?open&id=9CKTW868A3B2) will be handled as violations of the student code of conduct and addressed via the progressive discipline guidelines in the Student Handbook. Student mastery of the standards covered by the assignment on which cheating was detected will be reassessed with supervision.

**MAKE-UP WORK**:

1.   If a student is absent one day, one day will be given to make up the work missed.

2.   If a student is present when an assignment is given, the student is expected to have the assignment upon return unless arrangements have been made with the teacher.

3.   Work given for prearranged absences is due on the day the student returns.

4.   Late work is a behavior issue where discipline consequences may be imposed.

5.   Late work will only be accepted up to the date of the current unit test.

**Evaluation and Grading**

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| **Grade Weights** | **Grading Scale** |
| Tests                    30%  Quizzes                    20%  Labs/Projects            30%  Independent Practice  20% | A:       90 and above  B:      80 – 89  C:      74 – 79  D:      70 – 73  F:      69 or below |

**PROMOTION POLICY:**Grades 6-8: Students must perform at seventy percent mastery of content standards in English/language arts, mathematics, science and social studies based on the average of the first and second semester grades for any yearlong courses.

Additionally, students in grade eight must demonstrate developing, proficient, or distinguished ratings in reading and mathematics on the initial or retest administration of the Georgia Milestones assessment as required by the state law and state board law.

\*\* All students receiving services through the Special Education Department and/or Section 504, will receive accommodations and modifications as listed in the student’s individualized education plan.

**Have you ever wondered…**

* Why the moon seems to change shape?
* Where mountains and oceans come from?
* Why sea creature fossils are sometimes found at the tops of mountains?
* If Pluto is the farthest thing from our sun in the solar system?
* How we REALLY know the Earth is not in center of the solar system?
* If the Earth is closer to the sun in summer?
* What a “Big Bang” really is, and why the name sounds so funny?
* Why scientists like to go to Antarctica to do research if it’s all ice (not to mention, REALLY cold)?
* Why pictures of kangaroos in Australia aren’t “upside down” if Australia is on the “bottom” of the globe?
* What makes a tsunami happen, and why we are unlikely to have one off Georgia’s coast?
* Why water from a well (underground) is “fresh”?
* How you can tell what made a valley?
* Why tidal waves have nothing to do with tides?
* Why shooting stars aren’t stars?
* How scientists know the planet is getting warmer?
* What makes climate change so controversial?
* Why there’s not an eclipse of the moon every month?
* How the Earth got its “tilt”?
* What clouds are made of?
* Why, if no one was around when dinosaurs roamed, we KNOW so much about them?
* Which dinosaurs are still alive (not an old, ancient science teacher, but an actual type of animal)?

**If so, your child will soon be able to help you…**