# ­Welcome Packet

6th Grade CAPP

Meet the Teacher Night

Mrs. Hirsch

Hello Students and Parents!

All information in this packet is designed to give you a better understanding of how the 6th grade CAPP classroom runs, and the expectations that will be held. Please read through all the information **together** over this week and return the necessary documents that need to be signed, with your student on Wednesday Morning.

In this packet you will find the following information:

**Teacher Welcome Letter…………………………………………………………….page 1**

**Class Rules……………...………………..……………………………………….….page 2**

**CAPP Syllabus………………………………………………………………………pages 3-7**

**Class Website .……………………………….……………………………………….page 8**

**Reminder Txt Updates……………………………………………………………….page 9**

**CAPP School Supplies List ……………….…………………………..……………page 10**

**Classroom Routines & Procedures………………………………………….pages 11-15**

**Homework Policy\*\*……………………………………………………………..pages 15-16**

**Family Survey\*\*………………………………………………………………….pages 16-17**

**Student Survey\*\*………………………………………………..……………....pages 18-19**

**Student Handbook Agreement\*\*………..………………………....…..Found in Agenda**

\*\* indicates an item that needs to be returned to Mrs. Hirsch on Wednesday, August 6th, 2014.

Dear Parents,

Welcome to CAPP! My name is Mrs. Hirsch and I am the 6th grade CAPP teacher. I grew up in both the Metro Detroit area of Michigan, and in Tamuning, Guam (where I spend many of my summers).  I have always had a passion for teaching and learning; a passion I hope to continue to instill in students as well.  I spent a year in Israel as a volunteer, teaching English to Jewish and Arab middle school students.  Shortly after, I graduated from Kalamazoo College in 2010 with a Bachelor of Liberal Arts and was accepted into the Teach for America program.  I spent two years living and teaching on the Navajo Indian Reservation in New Mexico as a second and fifth grade teacher before moving to Calibre Academy in 2012.  I am highly qualified to teach Elementary K-8 and am currently working on my Master’s Degree in Elementary Education.

More than my experience in education, I have other passions I enjoy bringing into the classroom: photography, scuba diving, speaking other languages, trying new experiences, and most of all, my time traveling and living abroad. I am able to share these experiences with my class by integrating them into our science and social studies lessons, and I encourage students’ creativity to do the same with their own life experiences.

I am truly looking forward to the beginning of the new school year and I would like to welcome you and your student to the CAPP class. Sixth grade is a very exciting year filled with self-discovery, serious learning, and both personal and social growth.  You should expect your child to come home exhausted from all the thinking and creating that they do in the classroom and excited about all the connections they have made**.  I hope to be a partner with you this year, to make sure your child is challenged and fully prepared for the academics, social changes, and responsibilities that will be required of them throughout middle school, high school, and college.**

As part of the CAPP Partnership, please allow me to be a resource to you, and feel free to ask me any questions that you have. I will always be available to you before and after school by phone, letters, email, and individual meetings. If you have any questions please feel free to contact me. E-mail is my preferred method of communication and I try to respond to all e-mails within 24 hours on weekdays. You may also reach me on my cell phone before 9 P.M.

**It is an honor and a privilege for me to work with you this year, and I look forward to giving you my best. I can't wait to see the great things your student will do this year!**

Sincerely,

K’tanaw Hirsch

6th Grade CAPP Teacher

[ktanaw.schiff@learningmatters.org](mailto:ktanaw.schiff@learningmatters.org)

cell: (623) 335-2299

Mrs. Hirsch’s Class Rules

Rules in my classroom are few. I believe that as all children are different, and all actions and reactions very personal in nature, effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise with the focus on enabling the student to grow and learn from his or her actions.

**Guidelines for Student Behavior:**

You may engage in any behavior that does not create a problem for you or anyone else on the planet.

If you find yourself with a problem, you may solve it by any means that does not cause a problem for anyone else in the world.

You may engage in any behavior that does not jeopardize the safety or learning of yourself or others. Unkind words, actions, and gestures will not be tolerated.

**In ensuring that the above guidelines are adhered to, I will operate with the following principles as my guide:**

I will react without anger or haste to problem situations.

I will provide consequences that are not punitive but that allow the child to experience the results of a poor choice, enabling him or her to make better choices in the future.

I will proceed in all situations with the best interest of the child foremost in my mind – academic, social, and emotional well-being will be fostered.

I will guide students toward personal responsibility and the decision-making skills they will need to function in the real world.

I will arrange consequences for problem situations in such a way that the child will not be humiliated or demeaned.

Equal is not always fair. Consequences will be designed to fit the problems of individual students, and they may be different even when problems appear to be the same.

I will make every effort to ensure that, in each situation, the students involved understand why they are involved in consequences.

If I at any time act or react in a way that a child truly feels is unjust, that student need only say to me, “I’m not sure that’s fair.” I will arrange a private conference during which the student can express to me why he or she feels something was not fair. This may or may not change my course of action. I am always open to calm, rational discussions of any matter.

CAPP 6 Syllabus

# The CAPP Program in Middle School

The CAPP program is designed to challenge students as they delve deep into the 6th grade content. Below are descriptions of the main components of the CAPP program. It is important to note that while all of these components will be present throughout the year, they may not all be present for each “subject area” each quarter.

Additionally, while the 6th grade CAPP class is the only self-contained middle school classroom, 6th grade CAPP students are held to the same middle school policies and expectations all 6th-8th grade students are accountable for. Many of these policies are a change from the policies you and our student were accustomed to in the elementary classrooms. A short adjustment period is normal, and please feel free to ask me any questions you may have.

## Socratic Seminar

* A teaching strategy to encourage students to engage in critical thinking, listening, communicating, and wonder
* A forum in which students determine the flow of classroom discussion and teachers serve as facilitators
* An atmosphere of intellectual engagement, cooperation, and conversation where students learn the difference between DIALOGUE and DEBATE
* The goal is not to answer questions, but to generate more questions and create a forum to discuss these questions

## Habits of the Mind

* **H**ow individuals behave when confronted with life’s problems when the answers to those problems are not immediately known to them.
* The larger goal is for enhanced performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve complex problems.
* Achieving this vision requires the internalization of certain dispositions, propensities or Habits of Mind.

## Problem Based Learning

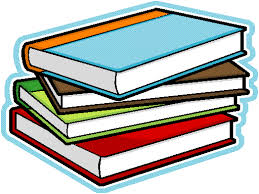
* Inquiry-based learning
* Student-driven
* Provides a rich opportunity for students to deepen their knowledge
* Expand their repertoire of technical skills
* Enhance their appreciation of thinking tools, processes and strategies
* Cooperative learning groups

## Project Based Learning

* Students are active, not passive; a project engages their hearts and minds
* Real-world relevance for learning
* Apply knowledge to new situations
* 21st century competencies such as critical thinking, communication in a variety of media, and collaboration
* Modern technology – teachers and students can connect with experts, partners, and audiences around the world
* Engaged students doing high-quality, meaningful work

## Community Service:

* **Community service** is a donated **service** or activity that is performed by someone or a group of people for the benefit of the public or its institutions.

The 6th grade Curriculum

# English Language Arts

**Module 1: Myths: Not Just Long Ago**

What is the hero’s Journey? What makes a myth? Why do myths matter?

Unit 1: Percy Jackson and the Hero’s Journey

Unit 2: Elements and Theme of Mythology in the Lightning Thief

Unit 3: Culminating Project: My Hero’s Journey Narrative

**Module 2: Working with Evidence: Rules to Live By**

What are “Rules to Live by”? How do people formulate and use “rules” to lead better lives? How do people communicate these “rules” to others?

Unit 1: Analyzing Figurative Language, Word Choice, Structure and

Meaning

Unit 2: Analyzing Structure and Communicating Theme in Literature

Unit 3: Writing to Inform: “My Rules to Live By”

**Module 3: Reading Closely and Writing to Learn: Point of View and Perspective**

How does an author develop the narrator’s point of view and perspective? How does an author’s culture affect his perspective, and how is that perspective communicated through his writing? How does an author’s purpose affect the narrator’s point of view? What is the purpose of a newspaper article?

Unit 1: Narrator’s Point of View and Evidence of Author’s Perspective in

*Dragonwings*

Unit 2: Comparing Varying Points of View of the Same Topic or Event

Unit 3: Writing a Newspaper Article about the 1906 San Francisco

earthquake and Fires

**Module 4: Reading for Research and Writing an Argument: Insecticides: Costs vs.**

**Benefits**

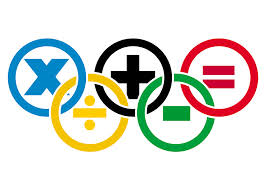
Do the benefits of DDT outweigh its harmful consequences? How do human actions affect the natural world? How do different authors approach providing information and making an argument? How does reading for research help me to form an opinion and make an argument?

Unit 1: Learning From Frightful’s Perspective

Unit 2: Research: Do the benefits of DDT outweigh its harmful

consequences?

Unit 3: Writing: Position paper about the Use of DDT

**\*\* During Unit 2 of each Language Arts Module, students begin an independent reading assignment.**

# Mathematics

**Module 1: Ratios and Percent**

Topic A: Representing and Reasoning about Ratios

Topic B: Collections of Equivalent Ratios

Topic C: Unit Rates

Topic D: Percent

**Module 2: Arithmetic Operations Including Division of Fractions**

Topic A: Dividing Fractions by Fractions

Topic B: Multi-Digit Decimal Operations – Adding, Subtracting, and Multiplying

Topic C: Dividing Whole Numbers and Decimals

Topic D: Number Theory – Thinking Logically About Multiplicative Arithmetic

**Module 3: Rational Numbers**

Topic A: Understanding Positive and Negative Numbers on the Number Line

Topic B: Order and Absolute Value

Topic C: Rational Numbers and the Coordinate Plane

**Module 4: Expressions and Equations**

Topic A: Relationships of the Operations

Topic B: Special Notations of Operations

Topic C: Replacing Letters and Numbers

Topic D: Expanding, Factoring, and Distributing Expressions

Topic E: Expressing Operations in Algebraic Form

Topic F: Writing and Evaluating Expressions and Formulas

Topic G: Solving Equations

Topic H: Applications of Equations

**Module 5: Area, Surface Area, and Volume Problems**

Topic A: Area of Triangles, Quadrilaterals, and Polygons

Topic B: Polygons on the Coordinate Plane

Topic C: Volume of Right Rectangular Prisms

Topic D: Nets and Surface Area

**Module 6: Statistics**

Topic A: Understanding Distributions

Topic B: Summarizing a Distribution that is Approximately Symmetric Using the

Mean and Mean Absolute Deviation

Topic C: Summarizing a Distribution that is Skewed Using the Median and the

Interquartile Range

Topic D: Summarizing and Describing Distributions

# Social Studies

**Strand 1: American History**

Concept 1: Research Skills for History

Concept 2: Early Civilizations

Concept 10: Contemporary United States

Model UN

All 6th – 8th grade middle school students also participate in Model United Nations. **Model UN is a yearlong project** in which students research various aspects of their chosen country. This research prepares students to represent their country’s interest in a simulated UN committee as they work to create resolutions to various world issues.

Although Model UN is largely viewed as a Social Studies project, the skills involved in this long term assignment are cross curricular. Therefore **some Model UN assignments will be counted towards student’s grades in multiple subject areas.**

**Strand 2: World History**

Concept 1: Research Skills for History

Concept 2: Early Civilizations

**Strand 3: Civics/Government**

Concept 1: Foundations of Government

Concept 3: Functions of Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

Concept 5: Government Systems of the World

**Strand 4: Geography**

Concept 1: The World in Spatial Terms

Concept 2: Places and Regions

Concept 3: Physical Systems

Concept 4: Human Systems

Concept 5: Environment and Society

Concept 6: Geographic Applications

**Strand 5: Economics**

Concept 1: Foundations of Economics

Concept 5: Personal Finance

# Science

**\*\*Please Note the Science Curriculum will not necessarily be taught in this order\*\***

**Strand 1: Inquiry Process**

Science Labs

Throughout the school year, students will participate in various science labs. Labs are designed to strengthen content taught in the classroom by allowing students hands on investigation.

Labs often involve the use of various scientific equipment and/or tools. Students are taught proper lab safety procedures in the beginning of the year, which are reviewed before each lab activity. **Failure to follow lab safety protocol can result in temporary suspension from lab participation**.

All students will be able to participate in most science labs performed in class. However, **some labs will require specific parental permission in order for a student to participate**. It is always at the parents’ discretion to allow or excuse their child from such labs. Students excused from a lab will be given an alternative assignment for that grade.

Concept 1: Observations, Questions, and

Hypotheses

Concept 2: Scientific Testing (Investigating and

Modeling)

Concept 3: Analysis and Conclusions

Concept 4: Communications

**Strand 2: History and Nature of Science**

Concept 1: History of Science as a Human Endeavor

Concept 2: Nature of Scientific Knowledge

**Strand 3: Science in Personal and Social Perspectives**

Concept 1: Changes in Environments

Concept 2: Science and Technology in Society

**Strand 4: Life Science**

Concept 1: Structure and Function in Living Systems

Concept 3: Populations of Organisms in an

Ecosystem

**Strand 5: Physical Science**

Concept 3: Transfer of Energy

**Strand 6: Earth and Space Science**

Concept 1: Structure of the Earth

Concept 2: Earth’s Processes and Systems

# Unique to CAPP

When Mrs. Hirsch and parents feel the class is ready (usually in January), students participate in a class novel study of Sean Covey’s *7 Habits of Highly Successful Teens*. The book focuses on 7 habits teens of all ages need in order to be successful. The novel is written in friendly language with cartoons, comics, and pictures that accompany the different sections of the book. *7 Habits of Highly Successful Teens* is used in conjunction with, and to build upon the Habits of the Mind already integrated into the CAPP classroom. Overall the book encourages students to be self-reflective and set goals for themselves as they see most relevant to their individual lives.

Class Website

Dear Students and Parents,

We have a class website! The class website can be reached at:

<http://capp6.weebly.com>



This website contains the following:

***HOME*** – all important overall information will be found on this page.

***CALENDAR*** - a calendar of holidays, school events, and due dates for projects.

***HOMEWORK –*** this tab will have daily homework assignments listed. Part of your student’s homework is to check the website every night! If they are absent, they will be able to see the night’s homework and do as much as possible before returning to school.

***PROJECTS -***  Under the Homework tab, there is an option to go to the projects page. This page will contain project descriptions, acknowledgement forms, and rubrics for each project as it is assigned.

***PARENTS -***  This tab is specifically for parents. Currently, this tab has the 6th grade CAPP supply list on it, with pictures! I will be using this tab in the future to share messages about what is happening in the classroom, upcoming field trips or events, volunteer opportunities etc. Please check this page frequently!

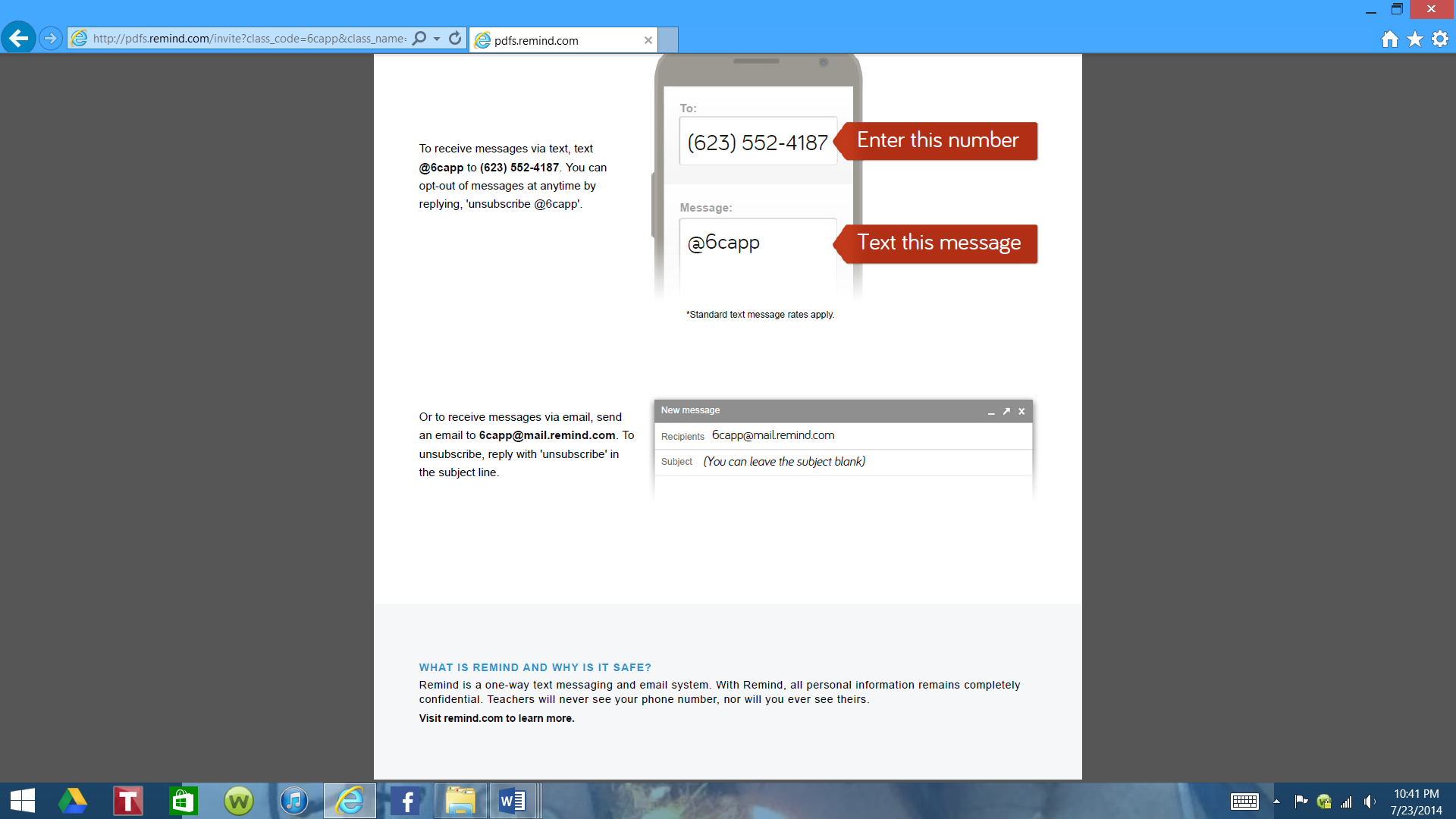
***MODEL UN -***  All 6th-8th grade students participate in the Middle School Model United Nations. As this is a yearlong project, all information for Model UN can be found under this tab. Due dates for the various Model UN assignments can be found on the Model UN Packet as well as on the calendar.

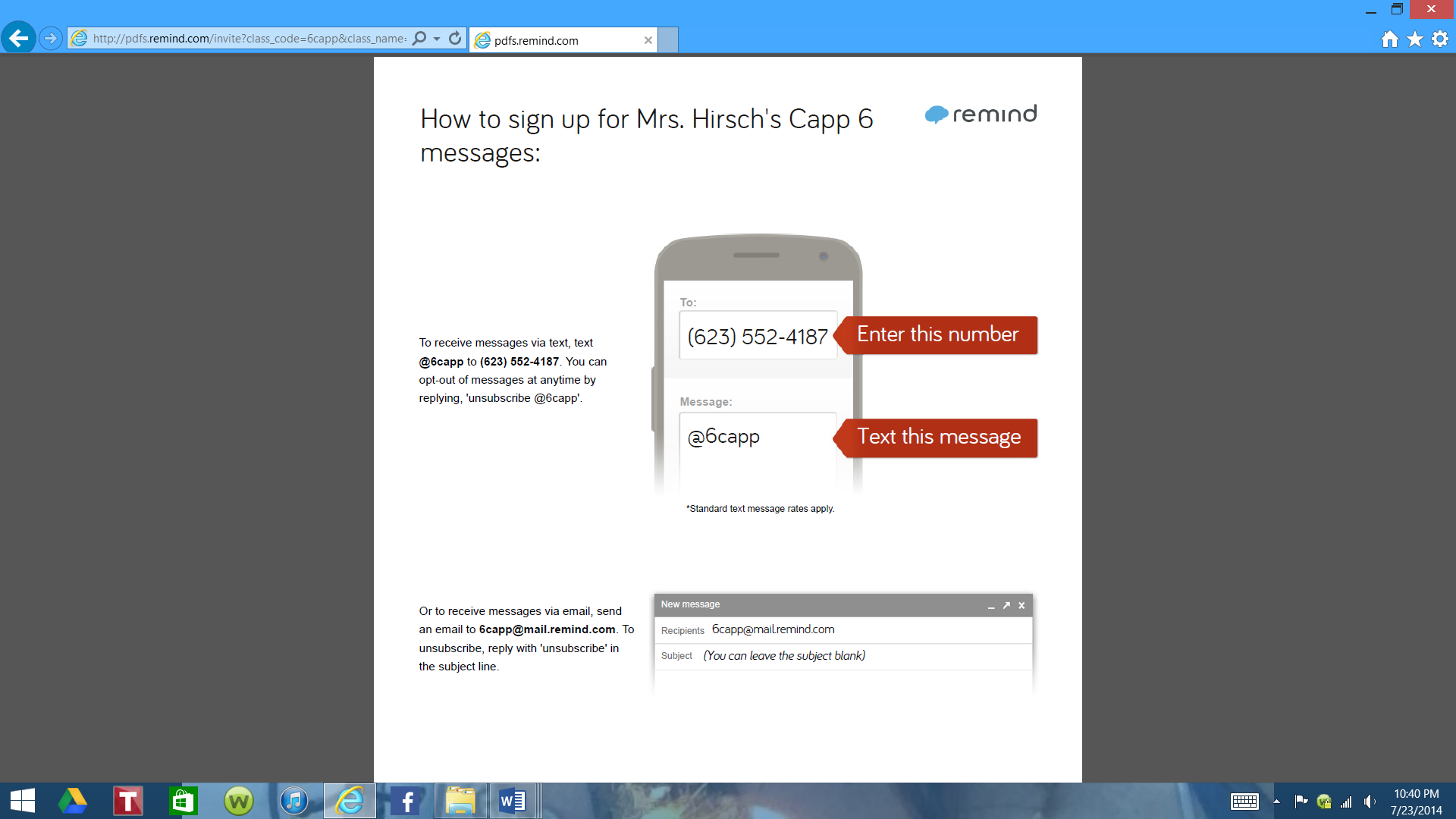
***LINKS –*** This page contains helpful links for both parents and students. Links include reference links for dictionaries, encyclopedias, and citation help, as well as helpful links for Model UN, Habits of the Mind, and other topics focused on throughout the year.

***TEACHER CONTACT –*** From this tab you e-mail me directly from the website. It will go to my school account and I will be able to respond to you at the e-mail address you provide me.

**This site has been created to help make communication and the passage of information more seamless throughout the school year. If you have any suggestions for the website, please let me know!**

Remind Txt Upd8s!





6th Grade CAPP Supply List

***\*\* This information (plus pictures!) can be found on the class website:***

***Capp6.weebly.com\*\****

FOR YOUR STUDENT:

* 1 pack lined paper (college ruled)
* 2 1” binders with pockets
* 1 2” binder with pockets
* 1 set 10 tab dividers
* 1 set 8 tab dividers
* 1 set 5 tab dividers
* 4 folders with inside pockets
* 1 composition notebook (college ruled)
* 4 spiral notebooks (college ruled)
* 2 packs of pencils (extra lead if mechanical)
* 2 red pens
* 1 pack of Multicolored Highlighters
* Pink erasers or pencil top erasers
* 1 pack of expo markers
* 1 box markers or color pencils
* Pack of 3 glue sticks
* 1 pair of scissors
* 1 simple calculator
* 1 pack of 100 3x5 index cards
* 1 Pencil box to hold supplies
* 1 USB flash drive
* 1 Mainstays brand Storage Bin (normal size)
* Surprise Library Card
* 1 Folder for Spanish
* 1 Spanish-English Dictionary

CLASSROOM WISH LIST:

* Boxes of tissue
* College ruled lined paper
* Construction paper
* Containers of disinfectant wipes in tub
* Copy paper
* Expo markers
* Hand sanitizer/soap
* Paper towels
* Gallon Zip Lock bags
* Sandwich Zip Lock bags

Classroom Routines & Procedures

The following routines & procedures are designed to address inefficiencies in the classroom and enable the class to run more smoothly. Mrs. Hirsch will go over the routines & procedures in class, however they are also listed here to help you feel better prepared for the beginning of 6th grade & middle school. Please note an asterisk (\*) next to a routine means it is part of the middle school policy, which all classes 6th-8th must follow.

|  |  |
| --- | --- |
| **ROUTINE/PROCEDURE** | **SPECIFIC STEPS** |
| **Arrival/Entering the classroom** | * Line up against the wall outside the classroom door quietly * Shake Mrs. Hirsch’s hand, making eye contact and returning the greeting * take a chair to your seat * Hang up any coats, bags, etc. * Athletic equipment you bring goes under the sink – do not touch it except for when we are going outside. * Take out everything you need for the day from your bag and put it in your shelf – Students are not allowed back at their bags throughout the day. * Have the supplies listed under “What I Need” from the board on your desk as well as your agenda * Turn in all homework to the homework “slots.” Make sure you put each separate assignment in the corresponding slot. * Complete any directions, bell work, or other necessary tasks * Sit down quietly for Morning Meeting (see Morning Meeting routines for more details) |
| **Attendance\*** | * Attendance will be taken at 8:00AM each day by the teacher. * Students who enter the classroom at 8:01 are considered tardy * Students who are tardy will need to have a tardy slip from the office * Students who come without a tardy slip will be sent back to the office to get one. |
| **Tracking Homework** | * When students first arrive in the classroom they will place their homework in the homework slots * Mrs. Hirsch will check homework either during specials or that evening * Students can expect to receive their homework back in 24hours or less (except with Friday homework or writing assignments) * Students are expected to complete, fix, and correct any errors on their homework assignments * Missing homework is considered a missing assignment. Students must complete the assignment and turn it back in within 24 hours for it to be changed in the grade book from “missing” to “late.” * Incomplete assignments are considered “missing” |
| **Morning Meeting** | * Students will be given a signal to come to Morning Meeting. When the signal is given, students should stop what they are doing and walk silently to the Morning Meeting space * Students will sit appropriately throughout Morning Meeting * Students will follow the expectations for each part of the Morning Meeting * All students will participate in Morning Meeting |
| **Pencils** | * Students are responsible for having their own writing utensils throughout the day * Pencils may be sharpened at the end of the day, though Mrs. Hirsch does not usually have a pencil sharpener in the classroom * Students who do not have a writing utensil will be allowed to use one of Mrs. Hirsch’s pencils, and will give an item (such as a hair tie, bracelet, watch) as collateral to ensure the pencil is returned. * Do not break pencils on purpose |
| **Borrowing Supplies from Other Students** | * Students should not need to borrow supplies from other students * In the event that a student borrows supplies, it is their responsibility to give it back/ask for it returned. * Students are allowed to say NO when another student asks to borrow their supplies. |
| **Distributing/Passing Out Papers** | * Mrs. Hirsch will place a stack of papers at the beginning of each side of the circle, or at each group table * Pass the papers down the circle/around to the group. Any student who did not get a paper should raise their hand silently. * If you get extra papers, give one to students who do not have one, and place the extra back on the table in the front of the classroom |
| **Returning/Passing in Papers** | * Pass papers down the circle quickly, quietly, and without talking, to the students at the end. * Students at the end will then place all the papers in a single pile on Mrs. Hirsch’s desk or in her hands depending on the directions given. * More often, students will simply be asked to turn papers into the slots on the counter. In this case it is the student’s responsibility to ensure the paper(s) are in the correct slot. |
| **Where to Find Assignments (If late/Absent)** | * Absent students are responsible for checking the class website the night(s) they are absent and do as much of the work as possible before returning to class. They are also responsible for asking Mrs. Hirsch any questions either through e-mail or the next morning in class. * On the day the student returns, IT IS THE STUDENT’S RESPONSIBILITY to check the Language Arts & Math Absent crates to retrieve any and all papers handed out on the days they were absent. (Each crate is organized by date, so students simply pull out a copy of whatever papers are in the folder for the date(s) they were absent). * The student is expected to come to Mrs. Hirsch THE DAY THEY RETURN if they have any questions about the missed assignments and what was missed in Blending time. |
| **Late Work** | * Homework is considered “late” if it is fully completed but turned in after the due date. * Late homework needs to be brought in and noted that it was completed * Students who turn in late assignments/projects will be effected on the skill set on the report card |
| **Paper Headings** | * All papers are required to have the student’s name, the date, and their student number in the top right corner of their paper. * Papers handed in without these headings (and especially without a name) will be thrown away and recorded as missing and receive a zero in the grade book. |
| **When Taking a Test** | * No talking beginning when the first test is handed out until the last test has been collected. * Look only at your own test * If you have a question or need something, raise your hand and Mrs. Hirsch will quietly speak with you * Make sure to go back and check your answers before you turn it in. * REMEMBER: Papers without the correct header will be trashed! * Remain in your desk and work on approved assignments until the last test has been collected. |
| **When a student has a Question** | * Raise your hand and wait to be called on before you speak. * Raise a pinky finger if there is a word, term, or phrase you don’t understand. |
| **If a Student has Trash** | * DO NOT make trash on purpose. * Students hold up the appropriate sign to signal they need to throw something away * Mrs. Hirsch will give or deny permission for the student to leave their seat depending on where the class is in the current lesson (students will not be permitted to throw trash away in the middle of instruction and should wait patiently for a more appropriate time to leave their seat) * All trash should be placed in the trash cans in the classroom |
| **Getting Class Attention** | Mrs. Hirsch uses the following methods of getting the class’ attention. When any of these signals are done, students are expected to respond as practiced in class, and remain silent.   * Series of claps * “Rain” * Stars * Call and response |
| **When a Student Needs Help** | * First check your notes, then ask a partner. If you can’t find it in your notes and your partner doesn’t know either, then you may raise your hand and wait for Mrs. Hirsch to come to you. * If you missed a direction or information from class, ask three classmates before asking Mrs. Hirsch |
| **Where to Store materials (Books, jacket, folders, etc.)** | * Each student is responsible for their school materials and supplies. Students will keep their binders, folders, notebooks, etc. in their shelf * Bags and jackets will be kept on the hooks along the wall under the windows * Folders and other daily supplies should be taken out at the beginning of the day and stored in the student’s shelf area * All classroom materials are kept in a specific designated place. As a class, we make sure all supplies are returned to their “home” in the classroom. * All papers have a “home” in the student’s binder(s) or a designated folder. There should be no loose papers, untidy binders, or disorganized shelves |
| **Getting Out of Your Seat** | * RAISE YOUR HAND AND ASK before you get up from your seat. The following signals help Mrs. Hirsch know your reason for getting out of your seat.   + - 1 finger = tissue/drink/trash     - 2 fingers = bathroom     - 3 fingers = Emergency     - 4 fingers = pencil     - Hand = question     - Pinky = Don’t know/understand what a word means * Mrs. Hirsch will tell you when to line up for lunch, specials, etc. Do not get up until she asks you to. |
| **During School Wide Announcements &**  **If the Classroom Phone Rings** | * Everyone in the classroom stops what they are doing and is silent. Everyone should listen to the announcement or wait for Mrs. Hirsch’s cue to keep working silently. * If Mrs. Hirsch gives the signal (roll of hand and finger) then you may ignore the announcement and continue what you are doing silently. When the announcement is over the class will return to the previous activity. * If the classroom phone rings and Mrs. Hirsch asks a student to answer it, they must state: “Mrs. Hirsch’s room, student speaking,” before listening or taking a message. |
| **Working in Groups** | * All group members must participate orally and in the expected outcome. * Group projects will require a sheet detailing the responsibilities of each group member. * Students are encouraged to see and work with their group as a team, no matter who is assigned to the group. * Groups are expected to follow the group expectations set by the class and try to solve any disagreements in a calm manner on their own or with teacher support. |
| **Binders** | * Put papers exactly where Mrs. Hirsch tells you to * Add the paper to the appropriate Table of Contents sheet * Only use the notebook paper for SCHOOLWORK – no drawing, writing notes, folding paper, etc. * Do not write on the dividers or the binder itself. * Keep binders neat – WE WILL HAVE BINDER CHECKS! * Keep binders in your shelf at school |
| **Bathroom** | * Use the restroom in the morning when you are outside/ before you line up to come into the classroom * Use the restroom when we take our Health Break * Use the restroom during lunchtime/recess. * As per SCHOOL POLICY, students will be excused to go to the bathroom one at a time. Students must take the bathroom pass & move their magnet on the board. * Students will not be excused to use the restroom more than once in the morning, and once in the afternoon without medical reasoning. * Student must bring the bathroom pass back and place it where it belongs. * **If you have a medical reason why you need to use the restroom more often, have your family let Mrs. Hirsch know right away.** |
| **Classroom Jobs** | * Each student will have a classroom job * Some classroom jobs will be elected positions, for which the student will maintain the same position for one quarter * Non-elected Classroom jobs will switch every two weeks * All students are responsible for knowing what their class job is and completing it as necessary throughout the day |
| **Writing Down Homework** | * Homework will always be posted in the Homework section of the back board. Students are responsible for copying down the homework in their agendas every day. * 2 Minutes will be given at the end of each day for students to copy down assignments. * Students are expected to get their agendas signed daily by their parents/guardian * The class website is generally updated in a timely manner, however there have occasionally been days when the site was down or updated later in the evening. This is one reason why it is always expected that students copy the homework into their agendas. |
| **Tuesday Folders** | * Students will be given their Tuesday Folder at the end of the day on Tuesday. * Tuesday Folder materials are placed in along a table. Students make an orderly line and gather each needed paper as they walk along the table. * Each student will put their own papers into their folder. * Students are responsible for having their parents sign their Tuesday Folders as part of their Tuesday homework. |
| **End of Day Procedure** | Each student is responsible for the following:   * Straightening their desk * Making sure their shelf is neat and their binder is in their shelf * Cleaning their space of any trash * Returning any class supplies * Empty water bottle in the sink * Check their HW is written down and they have their HW folder   As a class we will:   * Stack chairs * Pick up any trash on the floor and throw it away * Wipe down tops of desks * Clean in a safe, orderly, and quiet manner * Line up at the door for dismissal |

Classwork & Homework Policy

**This Document can also be found on the class website under the “Homework” tab**

# Classwork vs. Homework:

Classwork is work that is meant to be completed in class and is due at the end of the allotted class time.  Incomplete classwork will not be collected and counted as a missing assignment which cannot be made up.

Homework is work that is meant to be completed at home and is due on the specified due date; usually the next day at 8:00 AM. For homework in regards to absences please see “The Makeup Policy” below.

# Why do Homework?

Homework is given in this class as a means of furthering learning, reviewing previously taught content and as preparation for in class discussions and activities. Furthermore, it is given because research shows that homework fosters student achievement, independence, and responsibility. Homework, “can have a positive effect on student achievement, but the degree of effectiveness is strongly influenced by grade level. […] Junior high school students regularly assigned homework can be expected to outperform 60 percent of their no-homework classmates.”[[1]](#footnote-1) Such research also suggests 60 – 120 minutes of homework a night for students in grades 6-8.

# The Homework Policy:

* Homework is assigned on a regular basis and will always have a given due date, usually the next day at 8:00AM. Only homework that is completed and turned in on time will be counted.
* All homework must be completed using TTQA and complete 7-up sentences.  Answers that do not follow these expectations will not be counted *(some Math homework will be an exception)*.
* Homework that is assigned in preparation for class discussions and/or activities, that is not completed on time, will result in a rubric grade of ZERO for the day’s discussion/activity and an alternative assignment will be given to the student to complete by the end of class. Ultimately, not participating in the class discussion or activity will likely have a negative impact on the student’s overall grade for that assignment.
* Projects not turned in at 8:00 AM on the due date will be accepted *the next school day at 8am* for a lesser grade. Students who are absent the day a project is due should e-mail Mrs. Hirsch their project if possible.
* Forgotten and incomplete homework assignments will be considered as a missing assignment. Students are expected to complete the assignment within 24 hours to change the assignment to late.
* Homework forgotten at home will be considered not completed/missing, and students may not be brought their homework by any parent, guardian, or other party.

# The Make-up policy:

***Classwork*:**  Can only be made up in cases of excused absences.  It is the student's responsibility to get their make-up work. Students will have the same number of days they were absent to make up their work. Class discussions, debates, and other activities that require a student’s physical presence may be substituted with an alternative assignment at the teacher’s discretion.

***Homework*:** Can only be made up in cases of excused absences.  Students have two days per day absent to make up classwork and/or homework.  Students should also check the class website, as assignments will be posted.

***Quizzes/Tests*:** Can be made up only in cases of excused absences.  Students who were absent on the

day of a test or quiz must make it up the same day they return to school.

***Planned Absences*:** Work will not be given in advance to students who know they will be absent for family vacations, trips, etc.  It is the student's responsibility to keep track of the class website during their absence and keep up to date on assignments.  All missed assignments will be due on the day of the student's return to school.  Any missed tests/quizzes will also need to be made up on the same day the student returns to school.

***Projects*:** Projects are due on the given due date, and will not be accepted after that date.  Students who are absent on a due date, must e-mail Mrs. Hirsch to receive credit, and bring in their project on the day they return to school.

***Students who are absent for any reason are responsible for checking the class website and doing as much of the homework as they can before returning to class.***

I have read through this policy with my student. I understand that these are the expectations my student will be held to in regards to classwork, homework, and making up assignments. I understand the 6th grade CAPP homework policy is in addition to the middle school policy, and does not replace the expectations all 6th-8th students are held to.

Parent signature Date

I have read through this policy with my parents. I understand that these are the expectations I will be held to in regards to classwork, homework, and making up assignments. I understand this homework policy is for 6th grade CAPP students and is in addition to the middle school policy.

Student signature Date

Family Survey

The Basics:

Student Name:

Parent(s)/Guardian(s) Names & Contact Information:

\*\*Please fill out the information and check which means of contact you prefer

**Parent 1:** Relation to Student:

Home: Cell:

Work: Other:

e-mail:

**Parent 2:** Relation to Student:

Home: Cell:

Work: Other:

e-mail:

Important Information!

Does your student have any medical conditions, medications, allergies, or necessary seating arrangements I should know about?

Does your student have daily access to a computer **and** the internet? Yes No

Goals**:**

What would you like to see different for and from your student this year?

What is something your student is really good at/passionate about? (Does not have to be related to school).

Feedback**:**

What activities does your student participate in outside of school? About how much time a week is spent doing each of these activities (ex. Soccer – 1hr a day)?

What are some things teachers have done in the past that have been beneficial for your student?

What does your student reaching and embodying their full potential look like to you?

Please use this space to tell me anything else you would like me to know (optional):

Thank you so much for helping me to know your student and your family better. I look forward to working together to make this an amazing year for all of us! ☺

Sincerely,

Mrs. K’tanaw Hirsch

Name Date

Student Survey

**Please answer all questions honestly and in complete sentences where necessary. Thank you!**

1. How old are you? 2. When is your birthday?

3. Name you want to be called in class:

4. Do you have any brothers or sisters who go to this school? (circle) Yes No

If yes, please list their names, grades, and teacher.

Name Grade Teacher

5. Do you participate (or plan to participate) in any of the following after school activities? Check all that apply.

Band Cheer Choir Sports Theater

6. What after school activities do you participate in outside of Calibre Academy? Check all that apply.

Boy Scouts Girl Scouts Theater Dance/Gymnastics Sports

Other:

7. What is your favorite thing to learn about in school? Why?

8. What do you think it means to be part of CAPP?

9. Finish the sentence:

* “This year in school, I want to… .”
* “On the weekends, I like to… .”

10. What is your favorite:

* Book?
* Movie and/or TV Show?
* Hobby?
* Musician/Band?

11. Is there anything else you want me to know about you? (Anything, from “I’m shy” to “I have bad eyesight and I need to sit at the front of the room to see.”)

13. If you had a ticket to travel anywhere in the world, where would you go and who would you take with you? Why?

14. You’re in middle school! What does this mean to you? What are you excited about? What might you be a little nervous about?

15. Tell me a story about something that happened to you this summer. This story can be non-fiction (real) or fiction (made-up). *Use a separate sheet of paper if you run out of room.*

**Thank you for helping me get to know you even better!!**

1. "Homework." *The Balanced Review*. 6. (2002): 1-4. [↑](#footnote-ref-1)