"My only advice is to stay aware, listen carefully, and yell for help if you need it!" Judy Blume

Welcome to 6th Grade!!!

This year brings many new challenges for you—keeping an organized locker (yikes!), carrying books from class to class, getting familiar with a brand new school, and many new responsibilities expected of you! You will survive and make it through if you remember one simple instruction—ASK FOR HELP WHEN YOU NEED IT!! That’s what we’re here for, and I promise, we’ll do our best to get you through a tough day! Let’s have a fantastic year together!
Mrs. Sandowski 😊

Classroom Policies:

1) Each student is expected to be in his or her seat and ready to begin when the bell has rung.

2) Instructions will be written on the board for you every day and will include what supplies/books that you will need to have out—ALL OTHER MATERIALS SHOULD BE PLACED IN THE BASKET UNDERNEATH YOUR CHAIR.

3) Once the teacher has started class, students are to remain seated.
4) Each student is expected to be prepared for class each day and have all the necessary supplies (this includes having all of your books, a pen/pencil to write with, and a spiral/notebook paper to write on) - students who are not prepared will lose points toward their "classroom participation/ preparedness" grade (which will be explained further down).

5) Any work that is turned in to the teacher must be written in blue or black ink or pencil - NO COLORED INK OF ANY KIND! Notes in your spiral may be written in any color of your choosing - my aging eyes thank you in advance for your cooperation! 😊

6) Homework is given to the students Monday-Thursday. I do not give homework on Fridays (except on rare occasions) because I believe that weekends are "family time", and just as adults need a break from their full-time jobs, so do the students. I check-in homework everyday, and students who are missing their assignments are given a ZERO in my gradebook. The student can receive partial credit if the work is turned in no later than the next day.

7) It is the student's responsibility to check with their "homework buddy" for their missed work upon their return from an absence - a student is allowed 1 day to make up missed work for every day that they are absent (i.e., 3 days make up time allowed for 3 days of absence).

8) I am not a believer in giving students "extra credit"; however, I do give the students many opportunities during each trimester to earn "extra points". About 5 times per trimester, I give the students a brainteaser/puzzle activity to complete, and they can earn points for each one that they get correct. These points are then added to their "total points earned" at the end of each trimester, which will help to boost their grade.

9) At the beginning of each trimester, students begin with 25 "classroom participation/preparedness" points. Each time a student comes to class unprepared (i.e. forgot their homework, textbook, workbook, spiral, etc.), the student must sign out to leave class on the "locker sign-out" sheet, at which 1 point is deducted from their starting total of 25 points. Accordingly, I do award classroom participation/preparedness points for students who do something simply AMAZING in class (i.e. answer a question that no one else could, come to class extremely prepared for classroom discussion, etc.) Also, I do NOT deduct points for the use of the restroom, but I do expect my students not to abuse the privilege.
10) Report card/progress report grades are determined in the following manner:

- **Tests**: 100 points each
- **Quizzes**: 20-50 points each
- **Projects**: 50-100 points each (graded according to a rubric that is given out in advance)
- **Homework**: 10 points per assignment
- **Classroom Participation/Preparedness**: 25 points per trimester

**DISTRICT 157C GRADING SCALE:**

- 90-100%.................A
- 80-89%...................B
- 70-79%...................C
- 60-69%...................D
- 59% or below............F

11) In reference to “copying” another students’ work, these occurrences will be dealt with on a case-by-case basis. Let’s not even get in to one of these situations- I trust you to be honest and do your own work!

**Classroom Rules:**
In order to have a safe and productive learning environment, each student is expected to:

1) Be Respectful- this includes ALL staff members and ALL of your peers.
2) Be Prepared- have your assignments turned in on time and have all of your supplies everyday!
3) Be Responsible- for your actions and for your academic success!
4) Be Positive- only A+ attitudes accepted in here!

**Consequences for Disrupting Class (talking, tardiness, etc.):**

1st offense- Polite reminder from teacher
2nd offense- Warning
3rd offense- Lunch detention
**6th Grade Literature/Language Arts/Social Studies Curriculum**

**LITERATURE:**
- *Text: Elements of Literature - Holt, Rhinehart, Winston*
- 3 Novels:
  1. Trimester 1 - *Maniac Magee* by: Jerry Spinelli
  2. Trimester 2 - *The Watsons Go to Birmingham- 1963* by: Christopher Paul Curtis
  3. Trimester 3 - *Upstairs Room* by: Johanna Reiss
- **Independent Reading Expectations**
  1. To understand the nature, purpose, and value of reading.
  2. To develop and acquire the skills necessary for reading, including word analysis and comprehension strategies.
  3. To develop oral listening skills.
  4. To develop listening skills.
  5. To teach children to use reading as a tool for learning.
  6. To develop an enjoyment and early independence in reading.
  7. To develop self-confident, thoughtful readers.
  8. To provide an appreciation of literature.
  9. To provide written activities decoding vocabulary and instruction and reinforcement of comprehension skills.
  10. To provide flexible reading rates to meet the needs of our students.
  11. To develop a respect for others in a changing society through reading and discussing.

**LANGUAGE ARTS**

*Text: Language Network - McDougal Littell*

1. Sentence Structure
   - A. Sentence recognition
   - B. Subject/predicates
   - C. Compound and complex sentences mechanics
2. Grammar
   - A. Parts of Speech
   - B. Correct Usage
   - C. Punctuation and general
3. Writing
   A. Narrative essays
   B. Expository essays
   C. Persuasive essays
   D. Journal writing
   E. Daily language activities

4. Vocabulary
   A. Unlock meanings of words
   B. Use words effectively flexibly
   C. Increase vocabulary knowledge and word usage
   D. Dictionary skills
   E. Test taking skills

**SOCIAL STUDIES**

Text: *World History Journey Across Time - The Early Ages* - Glencoe

1. Geography
   A. Overview of geographical terms
   B. Types of map projections
   C. Map skill work-latitude/longitude/scale/key
   D. Charts/graphs/diagrams
   E. Timelines

2. First Civilizations
   A. Early man-Paleolithic/Neolithic
   B. Mesopotamian civilization
      1. Geographical location-link to present day Iraq
      2. Rise of city-states
      3. Contributions to our present life

3. Egypt
   A. Geographical location-importance of the Nile
   B. Early beliefs
   C. Architectural achievements
   D. Hieroglyphics
   E. Kingdoms-important time periods
   F. Contributions

4. Greece
   A. Geography of modern Europe
   B. Geographical location
   C. Early beliefs/myths
   D. Architectural achievements
   E. Famous Greeks
F. Contributions to our modern culture
5. Rome
   A. Geographical location
   B. Early beliefs/legends
   C. Architecture
   D. Government
   E. Famous Romans
   F. Contributions to our modern culture

As we explore the ancient civilizations and other units, the students may be completing projects that will enhance their understanding and afford them a hands-on experience.

_Sixth Grade Social Studies On-Line Textbook_

1. Go to [www.glencoe.com](http://www.glencoe.com)
2. Choose: State: IL
3. Choose USER: Student
4. Choose Subject: Social Studies
5. Choose World History
6. Choose textbook: World History, Journey Across Time, the Early Ages, 2005
7. Choose: Student Center
8. Hit Textbook Resources (On-line student edition)
9. Repeat on the next screen
10. Enter USER NAME: JAT2005
11. Enter PASSWORD: 8hu5rust