



# Faiss Middle School Virtual Course Expectations

Dream... Believe... Soar to Achieve!

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## 2020-2021

**I. COURSE DESCRIPTION:** This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 6 include: Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

### II. HOURS OF AVAILABILITY –

**Before School:** Sixth-grade science teachers will be available before school, from 8:20 a.m. to 8:55 a.m., on Mondays through Fridays in their Google Meet.

**Class Time:** Teachers will periodically pull students to check on their progress or give extra help. This can be done during class time in which all other students are completing independent work.

**Email:** Finally, teachers are easily reachable by email. The students may schedule an appointment for special assistance by contacting their teacher and setting up a time to meet.

### III. GRADING POLICY

**A. DESCRIPTION OF GRADING PROCEDURES –** Students' grades will be calculated based on the following categories and percentages:

- 80% Mastery [assessments]: Quizzes, End of Unit Tests, Other Assessments
- 20% In Progress [classwork/practice]: Daily Practice Activities, Homework, Labs/Projects, Do Now's, Presentations, Analysis, Ticket-out-the-door, Reinforcement Activities, Field Studies, Study Guides, Home Projects, Notes

**Please note: All assignments are not weighted equally.** For example, some quizzes might be worth more points than other quizzes. Generally, unit tests are the biggest grades. But together, tests, quizzes, and other assessments (Mastery) make up 80% of the total grade. Likewise, not all graded assignments are worth the same amount of points in the "In Progress" category.

### **LATE WORK:**

Students are expected to be timely in the completion of assignments. Late work makes the teacher's job much more difficult as (s)he must remember all of the circumstances of the old assignment. However, we understand that sometimes things happen. Additionally, a teacher's goal is that the student will learn. So while we prefer work to be completed in a timely manner, please make sure that your child does not give up on an assignment just because it is late. Assignments will be accepted, without penalty, until the unit test. Once the class has taken a unit test, no late assignments for that unit will be accepted except in the case of a recent absence or the understanding of an extreme circumstance which has been communicated and discussed with the teacher.

### **FAILING GRADES:**

Failed assignments can be redone to achieve a higher score and, more importantly, to increase mastery of the material. Failed tests and quizzes may be retaken ONE TIME per test/quiz. It is the student's responsibility to make arrangements with the teacher to retake a test or quiz before or after school (not during class). Students are encouraged to complete missing assignments and/or study prior to the retake in order to ensure a higher score on the test.

**B. BASIS FOR QUARTER AND SEMESTER GRADES** – The following will be utilized when assigning final grades for the quarter and the semester:

- 45 % Quarter Grade A
- 45 % Quarter Grade B
- 10 % Semester Exam

#### GRADE SCALE

ACADEMICS:	CITIZENSHIP:
100% - 90% = A 89%- 80% = B 79%- 70% = C 69%- 60% = D 59% or less= F	100 - 90 = Outstanding 89 - 70 = Satisfactory 69 – 50 = Needs Improvement 49 or less = Unsatisfactory  <b>** Point values recorded in Infinite Campus. Please see the Citizenship Rubric on Page 4.</b>

### **HOW DO I KNOW HOW MY CHILD IS DOING AT SCHOOL?**

- Infinite Campus is a parent's best resource for knowing how his/her child is doing in class. If you do not have a password or do not know how to get on Infinite Campus, please call or stop by the front office to get help.
- In this time of virtual learning, it is important to be familiar with Canvas / Teacher's Website and all of the material teachers assign. Canvas is our virtual classroom and the basis for communicating all assignments with students. Parents may be observers on their child's account in Canvas.
- Progress reports will be sent out once each quarter, midway through the quarter.
- Parents are encouraged to contact teachers with any questions or concerns, either by leaving a voicemail or (BEST) emailing.

### **HELPING YOUR STUDENT AT HOME:**

Parents can help students at home in several ways:

- Infinite Campus: Again, please check your child's grades on a regular basis and stay informed. Don't be surprised at the very end of the quarter.
- Canvas Course / Teacher Web Site: Be an observer on your child's account in Canvas or observe the teacher website to see that your child is completing work being assigned.

- On the front of this packet is your science teacher's contact information. Please use it whenever you have a question or problem. Give the teacher the opportunity to clear up any misunderstandings or problems.
- Review your child's science notebook. Ask him / her to explain assignments to you.
- Encourage your child to utilize the before-school Google Meet virtual office hours to get extra help as needed.
- Don't let your child be so scared to fail that (s)he hides problems (s)he is having and doesn't get help. Make sure (s)he realizes that we are all here to help, and (s)he should talk to the teacher and take advantage of after-school help.
- Homework: Encourage your child to utilize the calendar on Canvas to track homework each day.

### **C. ATTENDANCE/FAILING GRADES/RETENTION ENFORCEMENT:**

Attending school on a regular basis is vital to academic success. Students who miss more than 10 unapproved absences in any course during a semester (18 weeks) may receive a failing semester grade for that course. An approved absence, as defined, is an unavoidable absence caused by illness, court appearances, religious holidays, and an emergency outside the control of the student or the student's family, and/or a prearranged absence (not exceeding 10 in a school year).

A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to the seventh grade. A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to the eighth grade. A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh and eighth grade years for promotion to high school (CCSD regulation 5123).

### **D. MAKE-UP PROCEDURES:**

Teachers shall provide an opportunity for a student to make up missed work due to any absence. When a student is absent, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through make-up work. However, all assignments will be available on Canvas for students.

After any absence, a secondary student is required to initiate contact with his teacher(s) to obtain appropriate make-up work within three (3) school days immediately following the absence. Once contact has been made with the teacher(s), specific make-up work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The make-up work must be returned to the teacher(s) by the specified due date. Students shall be allowed a minimum of (3) three days to complete make-up work.

**IV. STUDENT PLANNERS/NOTEBOOKS** – Students will be encouraged to utilize the Calendar features available in Canvas in order to stay organized and aware of due dates for assignments and assessments within each of their courses.

#### **List of School Supplies:**

- Lined notebook paper (college ruled or wide ruled) or spiral notebook
- Multiple pencils (if mechanical, students must have lead; please replenish throughout year)

## **V. CLASSROOM RULES**

- Be on time - log on a few minutes before class begins
- Find a quiet place for class, free of distractions
- Make sure your computer is charged, camera is on, and use headphones if you have them
- Wear appropriate school clothing
- Mute yourself when you are not speaking
- Be an active listener and participant in class
- Raise your hand to speak or type into the chat box
- Speak clearly
- Stay on topic
- Be kind, be focused, be amazing!

### **A. FAISS FLYER 15**

All students will be expected to model the Faiss Flyer 15 at all times and be awarded points for their house for doing so.

1. When responding to any adult, you must answer by using their name and/or saying “Yes Ma’am/Sir” or “No Ma’am/Sir.
2. Always say thank you when given something.
3. Surprise others by performing random acts of kindness.
4. Regardless of where you are on campus, keep it clean.
5. If someone drops something, offer to pick it up.
6. Be considerate of others and hold the door.
7. You are expected to learn and follow your teacher’s classroom rules.
8. Make eye contact and track the speaker.
9. During discussions, respect other students’ comments, opinions, and ideas.
10. Make every effort to be organized.
11. Always encourage your classmates to be successful.
12. When a guest teacher is present, greet them, make them feel welcome, and follow all classroom rules.
13. Be positive and enjoy life. A smile goes a long way.
14. Learn from your mistakes and move on.
15. No matter what the circumstance, always be honest.

### **B. PROGRESSIVE DISCIPLINE PLAN**

All teachers at Faiss Middle School will use the following progressive discipline plan (dependent upon similar infraction):

1. Teacher intervention
2. Teacher intervention with parent contact
3. Teacher intervention with parent contact
4. Referral to Office of Student Success

**VI. CITIZENSHIP** – Students will earn a citizenship grade for each quarter based on their behavior. Grades will be tracked each quarter in students’ gradebooks on Infinite Campus. The following citizenship categories apply:

*Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, adherence to the Faiss Flyer 15 principles, and overall attitude. This rubric outlines the behavior and performance criteria for earning citizenship grades.*

Expectations	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
<b>Be respectful to teacher.</b>	Treats teachers in a respectful manner. Stands to participate without reminders. Says “yes/no” and “Ma’am/Sir” consistently. Consistently tracks the speaker. Follows directions. Asks questions appropriately.	Usually treats teachers in a respectful manner. May need to be reminded to stand. Attempts to address with respect (“Ma’am/Sir”), but not 100%. Mostly tracks the speaker. Uses appropriate language with adults. May need reminders to follow directives.	Sometimes treats teacher disrespectfully. May need a reminder to be respectful and caring. Does not say “yes/no” “Ma’am/Sir” and is often not tracking the speaker. May occasionally use a rude tone or sarcasm with staff or exhibit mild insubordination.	Consistently treats teachers disrespectfully; moderate to severe chronic misbehavior in class; rude tone; insubordination and/or belligerence.
<b>Be respectful to classmates and guests.</b>	Encourages and helps others; cleans up after self and others; says please, thank you, may I; praises and encourages others; works well independently and cooperatively; does not tolerate bullying; brings supplies daily; shows good sportsmanship; opens doors for others; does not cut in line.	Usually treats classmates respectfully. Cleans up only after self, but not others. Does not consistently use please, thank you, may I; mostly works well collaboratively; may occasionally borrow supplies, but usually has them; opens doors for others; does not cut in line.	Some misbehavior during class; sometimes treats classmates disrespectfully or exhibits inappropriate horseplay during class. Seat may be moved for misbehavior or peer conflict. Does not say please, thank you, may I; may let down the collaborative team; comes to class unprepared; may be bossy towards others.	Often treats class members in a negative way with put-downs, tone of voice, refusals or bullying; entices others to misbehave. Whines or complains about work aloud or otherwise lowers class morale. Poor group participation seat may be moved for misbehavior or peer conflict.
<b>Be the best you can be!</b>	Is on time, honest and positive, self-reflective upon their work, and submits the best work at all times. Does not leave class until dismissed.	Usually on time (1-2 tardies; does not submit 100% effort; may have no-name papers occasionally; occasionally may try to stand to leave class before dismissed.	Sometimes late (3-4 tardies; turns in work that is incomplete rather than requesting an extension; uses late passes often or may have missing/incomplete assignments; may try to stand to leave class before dismissal.	Often late (5 or more tardies), frequently turns in work that is incomplete or uses all late passes for the quarter; has missing/incomplete assignments; may try to stand to leave before class dismissal
<b>Apply metacognitive strategies.</b>	Uses 100% of class time to work. Completes classwork regularly. Sets goals and timelines for finishing work on time; monitors own self; self-redirects; advocates for self as needed; positively participates in class frequently; assess own work and others’ honestly.	Completes most classwork; sets goals and timelines for finishing most work on time; monitors own work; may advocate for self; may occasionally participate in class; assess own work and work of others honestly.	Usually does not complete classwork. Sometimes listens and follows directions. Needs frequent reminders to remain on task. Does not participate appropriately (blurting out or creates off-task distractions); may not assess work honestly.	Academic apathy. Rarely does classwork. Disturbs and distracts others. May be sent to time-out location or office. Does not participate appropriately (blurting out or creating off-task distractions). May not assess work honestly.

**Faiss Middle School**  
**Course Expectations Parent Signature Sheet**  
**2020-2021**

Dear Parent/Guardian,

Hello, our names are Mrs. Hunt, Mrs. Nellis, Mr. Ramirez & Mrs. Reidy. One of us will be your child's Science 6 teacher this year. **Please take a moment to read the attached course expectations and sign and complete this information sheet.** At some time during the year, we may find it necessary to contact you concerning your child's academic progress and/or behavior in the classroom. At Faiss MS, we look forward to communicating with families on a regular basis. The strongest ally we have in the classroom is YOU. Students do better in school when teachers and parents communicate proactively.

We look forward to having a successful year with all our students. If you have any questions or concerns, please feel free to contact us either by phone or email.

Thank you in advance for your support.

Sincerely,  
Mrs. Hunt, Mrs. Nellis, Mr. Ramirez & Mrs. Riedy

Student Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

I have read and understand the course expectations for my class.  
A copy of this letter will be in your child's assignment tab. Please complete and submit through Canvas.