



Class Syllabus 2018–2019

Teacher: Cameron Small

Class: 5th Grade Language, Science, Social Studies

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Course Goals and Overview:

Language

The goal of fifth grade language is for students to develop the skills necessary to write coherent, focused, and text-based essays in English Language Arts. This will be done by following the *SLA Reading Mastery Language Edition* curriculum. Students will start learning about topics such as subject-verb agreement, punctuation, and elements of a sentence. From there, we will move into different styles of writing, including descriptive essays, narrative (story) essays, letter writing, and persuasive or argumentative writing.

Science

Occurring during Quarters 1–3, the goal of science is to start to get students to think like scientists. This means inquiring into the world around us. In class, they will read articles about the topics, conduct investigations, and hold discussions to investigate the world around us and scientific patterns of the world. The acquisition and use of scientific vocabulary is going to be imperative to students' success. We will be using the Full Option Science System (FOSS) Next Generation curriculum. In Quarter 1, we will be studying Living Systems, which focuses on the interaction of the different systems of the earth—hydrosphere, geosphere, biosphere, atmosphere. It then narrows focus onto the biosphere and different ecosystems. In Quarter 2, we will be studying the Earth and Sun. This module asks students to grapple with the question of how do the systems of earth create a sustainable environment for life? In Quarter 3, we will be entering a module on Mixtures and Solutions. This module focuses on how substances go together and react with each other. These three quarters are structured to prepare the fifth-grade students to sit for MISA—the Maryland Integrated Science Assessment. More information about the MISA will be provided as we get closer to the assessment in March.

Social Studies

The goal for social studies is for students to use, create, and write evidence based arguments. We will get to social studies in Quarter 4. We are specifically focusing on the late 1700s and early 1800s, primarily the leading up to, the fighting of, and the building of a new nation after the American Revolutionary War. We will examine the causes of war, and explore the differences in between Loyalists, Tories, and Neutralists. We will look at some of the key battles of the war, and then focus on how a new nation and government was going to be built. We will wrap up the year with the first major challenge of the new government, primarily the War of 1812 and Baltimore's importance in that war. The goal is not for students to memorize dates and people, but to develop an understanding of where we came from, where we were going, and how we see the effects of history in our daily lives.

Classroom Expectations, Rules, and Consequences

Students are expected to follow the classroom rules and expectations at all times. These are to keep students, teachers, administrators, and building guests safe at all times. In the consequences section, I have outlined both the positive consequences students will earn for meeting the expectations and following the rules, as well as the negative consequences to help them get back on track.

Expectations:

1. I will BEE respectful
2. I will BEE accountable
3. I will BEE safe
4. I will BEE friendly and caring

Rules:

1. I follow directions the first time they are given.
2. I leave distractions outside the classroom.
3. I keep myself and others safe.
4. I wear my uniform every day.
5. I have permission before leaving my assigned area.

Consequences

1. Nonverbal warning
2. Verbal warning
3. Menu Choice
 - a) Low Infractions (talking out of turn, leaving the designated area)
 - i. Time Owed
 - ii. Ticket Tax

- iii. Student Inputted option
- b) High Infractions (cursing, leaving the room, violence)
 - i. Think Time Reflection in classroom
 - ii. Think Time Reflection in buddy classroom (Ms. Herrera's 6th grade math class)
 - iii. Present an apology to the appropriate party and make amends (with guidance from Mr. Small)
- 4. Referral to Restorative Practices and familial contact
- 5. Detention and familial contact
- 6. Office Referral

Grading Policy and Returning Work

Language:

60% Language Mastery Tests
30% Classwork and participation
10% Homework

Science/Social Studies:

60% Assessments, projects, and quizzes
30% Classwork and participation
10% Homework

Classwork for language is graded in class every lesson. I will be returning homework, tests, quizzes, and other assessments to the students hopefully every week through the mailboxes in our classroom. After the students see their grades, I will collect back tests and quizzes for potential future need. Grades will be updated on the weekends for viewing on Infinite Campus and the Parent Portal.

Homework

Homework will be given with regularity for both language and science/social studies, depending on the quarter. Students should expect it Monday through Thursday. It is intended to give students additional practice with the material. Sometimes homework will be graded for completion (did students do it?), and other times it will be graded for accuracy (did they get the question right?). Students will always be told in advance how an assignment will be graded. It is the student's responsibility to complete assignments and turn them in at the start of class. Failure to have homework completed at the start of class will result in a Zero Slip. When the student turns in the assignment, they are given the Zero Slip to do with as they wish. Depending on whether the assignment was being graded for completion or accuracy will determine how much credit the student can earn back.

Portfolios

Throughout the semester, select student work will be added to their portfolio. This is a collection of their work over time, and used to demonstrate their growth over the course of the year. Included in the portfolios will be revisions and edits. There will be three projects going into the student's portfolios over the course of the year.

Make-up work, Missing Work, and Being Absent

It is the student's responsibility to make up any work they miss due to absences. There is a consistent place in the classroom where they can collect handouts, worksheets, or anything else they might need in the room. At the end of the week, that work is collected, and the students need to see me to make it up (example, absent Thursday and Friday, they would need to see me for the work. If they were absent Tuesday, and were back on Wednesday, they would be able to get Tuesday's work independent of seeing me). Students have as many days plus one to make up any work that they miss. For example, if a student is out Thursday and Friday of one week, they have until the following Wednesday to make up the work after they get it on Monday. Late work must be turned in directly to the teacher.

Attendance is crucial for student success. They cannot learn the material if they are not here. Contact me in advance if you know your child is going to be absent for an extended period of time. This is so that I can try to prepare the work in advance for your child before their absence, or determine the most important parts they need to be successful upon their return.

About Mr. Small

Mr. Small is excited to begin his first year at Hampstead Hill Academy and his first year as a teacher in Baltimore City. Around teaching, he is also completing his Master's degree from Johns Hopkins University for Elementary Education and Special Education. Mr. Small originally hails from Boston, MA, and his family there are disheartened whenever he discusses making Baltimore his permanent home. When he's not teaching or pulling his hair out at grad school, he can be found reading a book, trying to learn a new language on Duolingo, listening to music, or out in the community he is honored to join.

You are the authority on your child. I am just a partner on the team to try to help them develop into the best people they can be. If you have any questions, comments, concerns, suggestions of what I can do or improve to help your child better, do not hesitate to contact me.