Course Description
The middle school earth science course is designed to provide students an opportunity to learn about the specific concepts outlined in the Georgia Standards of Excellence (www.georgiastandards.org) and Common Core State Standards for Literacy in Science/Technical Subjects (www.corestandards.org). The course will be taught using both an inquiry based approach to directly investigate science concepts and productive struggle” to engage in explanation and argumentation of science concepts and claims. There will be continuous emphasis on explanation and argumentation that has shown to contribute to overall literacy, e.g. abilities to use evidence to support claims, use logical reasoning, make informed decisions, understand the practices and nature of science, and develop academic writing skills and real-world critical thinking skills. With consistent dedication and completion of the course, students will develop deep understandings needed to be successful in a manner consistent with the rigor and expectations of high school, transitioning from an elementary school and the Student Learning Objectives (SLO) test.

Materials
- 2 Composition Notebook (Interactive Notebooks)
- Plastic pocket folder with prongs
- Pencil pouch
- Highlighters
- Scissors
- Pencil/erasers/gluesticks
- Loose leaf paper
- Colored pencils

Grading Categories
Per the middle school grading guidelines policies of the Douglas County School System, the following grading categories and weights have been established for 6th grade Earth Science:

GRADING WEIGHTS

Summative Assessments (50%)
Labs and Quizzes (25%)
Assignments (20%)
Homework (5%)

Make-Up Policy: All students are required to turn in all assignments on time. If a student is absent from class, he/she needs to ask for the missing work either before or after class. Students are also encouraged to ask their peers in retrieving handouts, instructions, etc. This approach leads to greater accountability and independence on our students’ part. With this in mind, typically 1-3 days are allowed to return the completed work. Longer, performance based tasks may require additional time.
Tutoring: Tutoring begins at 4:00 on Tuesday & Thursday when tutoring begins. Most tutoring occurs as a result of the students’ initiative to seek extra help with a task or concept. Students who plan to take advantage of this opportunity need to make sure that this has been communicated to me prior to each session. We expect students to hold themselves to a standard of doing their best. They should be encouraged to ask for help if needed.

Units in Earth Science

1. Universe and Solar System
2. Inside the Earth
3. Rocks, Minerals,
4. Weathering, & Erosion
5. Water in Earth’s Processes
6. Weather & Climate

*Make sure you check the website to find links to the Georgia Standards along with other important information regarding Science curriculum and more.

Website/Web Resources: The Turner Middle School website links to our class web page. From this webpage several options can support your learning. For example, Links includes a list of web pages for each unit of instruction. I post assignments, make up work, and late/extra work on my website.

Questions/Concerns/Communication: The best way to know what is occurring in class is to ask. Talk to your child and talk to us. If something specific occurs, email me your questions or concerns. Communication between home and school is critical to student success. I communicate via REMIND and through the website. I use the “announcement” page on the website to fill you in on what we’re doing and keep you abreast of all the necessary information you may need. When filling out information concerning your e-mail and/or phone number, supply me with a working or regularly used e-mail/number. It’s vital we have a working number/e-mail so we can communicate effectively and efficiently.

Be aware that it is the student’s responsibility to inform you of his or her grades. Individual student progress can also be tracked through Parent Portal. Use this resource to remain informed of your child’s weekly grades. Interest and encouragement at home in student activity and progress is always beneficial to student performance at school.

Any questions, feel free to e-mail or call.

_________________________________________  _______________________________________
Student Signature                             Parent/Guardian Signature
6th grade Earth Science

Mr. Andra Crumbley  Email: andra.crumbley@douglas.k12.ga.us  Phone: 770-651-5562

Course Description
The middle school earth science course is designed to provide students an opportunity to learn about the specific concepts outlined in the Georgia Performance Standards (www.georgiastandards.org) and Common Core State Standards for Literacy in Science/Technical Subjects (www.corestandards.org). The course will be taught using both an inquiry based approach to directly investigate science concepts and “productive struggle” to engage in explanation and argumentation of science concepts and claims. There will be continued emphasis on explanation and argumentation that has shown to contribute to overall literacy, e.g. abilities to use evidence to support claims, use logical reasoning, make informed decisions, understand the practices and nature of science and develop academic writing skills and real-world critical thinking skills. With consistent dedication and completion of the course, students will develop deep understandings needed to be successful in a manner consistent with the rigor and expectations of high school, transitioning from an elementary school and the Student Learning Objectives (SLO) test.

Areas of Study
Scientific Habits of Mind/Skills to Maintain:
Actively participate in scientific and engineering processes
Use informational text, collected data, models, etc. to support arguments & explanations of scientific concepts

Earth Science Content:
Rocks, Minerals, Weathering and Erosion  Water in Earth’s Processes inside the Earth
Climate and Weather Gravity and Inertia  Universe and Solar System  Human Impact

Materials
Composition Notebook (Interactive Notebooks)  Pens/Pencils/Sharpener

Grading Categories
Per the middle school grading guidelines policies of the Douglas County School System, the following grading categories and weights have been established for 6th grade Earth Science:

GRADING WEIGHTS

| Summative Assessments | (35%) |
| Labs and Quizzes | (30%) |
| Assignments | (30%) |
| Homework | (5%) |

Make-Up Policy: All students are required to turn in all assignments on time. If a student is absent from class, he/she needs to ask for the missing work either before or after class. Students are also encouraged to ask their peers in retrieving handouts, instructions, etc. This approach leads to greater accountability and independence on our students’ part. With this in mind, typically 1-2 days are allowed to return the completed work. Longer, performance based tasks may require additional time.
**Tutoring:** Tutoring begins at 7:30 each morning. Most tutoring occurs as a result of the students' initiative to seek extra help with a task or concept. Students who plan to take advantage of this opportunity need to make sure that this has been communicated to me prior to each session. We expect students to hold themselves to a minimum level of performance. If they see they are not meeting that performance standard, we expect them to ask for help.

**Year at a Glance:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Rocks, Minerals, Weathering and Erosion</th>
<th>Inside the Earth</th>
<th>Water in Earth's Processes</th>
<th>Climate and Weather</th>
<th>Universe and Solar System</th>
<th>Human Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please be aware students fully understand lab safety and the scientific process.</td>
<td>5a Earth's crust, mantle, and core</td>
<td>3a Water on Earth</td>
<td>2c Tilt of Earth</td>
<td>1a Historical scientific models</td>
<td>*5i Human activity and erosion</td>
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<tr>
<td></td>
<td>5b Rock composition</td>
<td>5d Processes that change rocks</td>
<td>3b Water cycle</td>
<td>4a Heat and weather patterns</td>
<td>1b Solar system</td>
<td>5j Conserving resources</td>
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<tr>
<td></td>
<td>5c Rock classification</td>
<td>5f Physical processes and geological features</td>
<td>3c Subsurface topography</td>
<td>4b Unequal heating of land and water</td>
<td>1c Planets</td>
<td>*5k Conservation resources</td>
</tr>
<tr>
<td></td>
<td>5d Rock formation</td>
<td>5g Physical processes and geological features</td>
<td>3d Currents, waves, and tides</td>
<td>4c Ocean moisture and weather patterns</td>
<td>1d Motion of objects in the sky</td>
<td>*5b Renewable and nonrenewable resources</td>
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<tr>
<td></td>
<td>Please be aware students fully understand lab safety and the scientific process.</td>
<td>5h Fossil evidence</td>
<td>*5a The Sun's relation to water/wind energy</td>
<td>*5a The Sun's relation to water/wind energy</td>
<td>1e Gravity</td>
<td>*5c Renewable and nonrenewable resources</td>
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<td></td>
<td>5i Human activity</td>
<td>*5b Renewable and nonrenewable resources</td>
<td>*5j Conserving resources</td>
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<td>1f Comets, meteors, and asteroids</td>
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<td>*5b Renewable and nonrenewable resources</td>
<td>2a Phases of the moon</td>
<td>*5c Renewable and nonrenewable resources</td>
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<td>6a Renewable and nonrenewable resources</td>
<td>6b Fossil evidence</td>
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<td>2b Solar/lunar eclipses</td>
<td>*5d Renewable and nonrenewable resources</td>
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<td>S6CS</td>
<td>*5a The Sun's relation to water/wind energy</td>
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<td>2c Earth tilt, sunliglit, and climate</td>
<td>*5c Renewable and nonrenewable resources</td>
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<td>S6CS</td>
<td>Assessment 1</td>
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<td>S6CS</td>
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<td>Assessment 6</td>
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</table>

**TEXTBOOK:**
Holt Science and Technology

**Course:**
Earth Science

**Other Resources:**
http://www.sciencekids.co.nz/
http://www.earthsclimeweek.org/
http://www.geography4kids.com
http://geology.com/teacher/
http://www.sciencebuddies.com

**Questions/Concerns/Communication:** The best way to know what is occurring in class is to ask. Talk to your child and talk to us. If something specific occurs, email or call me your questions or concerns. Communication between home and school is critical to student success. Student and parent can also sign-up for Remind. I text out daily messages to parents and students about homework assignments and reminders about class activities.

Please be aware that it is the student's responsibility to inform you of his or her grades. Individual student progress can also be tracked through Parent Portal. Please use this resource to remain informed of your child's weekly grades. Interest and encouragement at home in student activity and progress is always beneficial to student performance at school.

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