



BCMA Instructional Agenda

April 25, 2016

Parent / Teacher Communication

Communication between Parents and Teachers is highly encouraged at BCMA. In order to facilitate this process, I am providing the e-mail address of the faculty who work with the 6th Graders here at BCMA:

Math Department

1. Ms. Jaggi ajaggi@houstonisd.org
2. Mr. Dabas sdabas@houstonisd.org
3. Mr. Elegarle relegarl@houstonisd.org

ELA Department

1. Mr. Lee slee14@houstonisd.org
2. Mr. Giasson rgiasson@houstonisd.org
3. Ms. Harris jharri31@houstonisd.org

Reading Department

1. Mr. Hayner nhayner@houstonisd.org
2. Mr. Walker ewalkers5@houstonisd.org
3. Mr. Martinez mmartiz0@houstonisd.org

Social Studies Department

1. Mrs. Scott pscott7@houstonisd.org
2. Ms. Tony atonry@houstonisd.org
3. Mr. Palmitier jpalmiti@houstonisd.org

Science Department

1. Mrs. Means-Gary cmeans@houstonisd.org
2. Ms. Odom kodom@houstonisd.org
3. Ms. Sudhakaran asudhaka@houstonisd.org

Neuroscience Department

1. Dr. Williams twilli71@houstonisd.org
2. Mr. Jacob Gage jgage@houstonisd.org

Latin

1. Ms. Kirk mkirk2@houstonisd.org
2. Mr. Tolliver ktollive@houstonisd.org

Gym

1. Mrs. Strong kstrong@houstonisd.org
2. Mrs. Johnson ajohns26@houstonisd.org

Math Lab

1. Ms. Bonno frestivo@houstonisd.org
2. Ms. Taplett rtaplett@houstonisd.org

6th Grade Announcements

GT (Vanguard) Testing Window #3

All GT (Vanguard) Applications have been accepted and the deadline of April 14, 2016 has passed. Those who were able to get GT (Vanguard) Applications in by the deadline will need to be patient as we order the assessments necessary to complete the criteria outlined in the GT Matrix.

Algebra I Testing for 6th Graders & 7th Graders

All 6th Graders and 7th Graders (Non-Algebra I) will be tested for Algebra I Placement for the 2016-2017 school year. Students will take the assessment in class on the following dates:

6th Grade Algebra I Placement Test
Will be Administered May 11th & 12th

7th Grade Algebra I Placement Test
Will be Administered May 12th & 13th

6th Grade STAAR Test Dates

<u>Math 6th STAAR</u>	<u>Reading 6th STAAR</u>
May 9, 2016	May 10, 2016

Summer School 2016-2017 Overview

1st Day for Students: June 1, 2016
Final Day for Students: June 28, 2016

Student Report Time: 7:45AM – 3:15PM
Monday through Thursday

Information will be forthcoming

Important Dates in April

<u>Saturday Tutorials</u>	<u>Saturday Detention</u>
April 9 th , 16 th , 23 rd & 30 th	April 9 th , 16 th , 23 rd & 30 th

Dress Code

Monday - Thursday

- Gray Polo Shirt w/BCMA Logo (Tucked Into) Khaki Pants or Knee Length Skirt w/Belt
- Gray BCMA Sweater or Solid Gray Sweater
- BCMA I.D. Badge worn on Neck (All Times)

Friday

- Solid Blue Jeans (No Cuts, Holes or Tears) with BCMA Spirit Shirt or College Shirt

Students who daily abuse Dress Code will have items (Jackets, Sweaters & Hats Confiscated by Dean)

This week in Ms. Tonry's class we will...

Students may purchase, download on a device or rent a school copy of *The Giver* by Lois Lowry

This Week w/ Mrs. Jaggi, Mr. Dabas and Mr. Elearle

Monday & Tuesday

- STAAR Review Geometry and Measurement Test
- Homework
 - STAAR MASTERS Area & Volume Review

Wednesday & Thursday

- Instructional Coach Chapter 3 STAAR Review
- Homework
 - Instructional Coach Chapter 1

Friday

- Instructional Coach Chapter 1 – Ratios and Rates
- Homework
 - STAAR Master Ratio and Rates Review

**6th Grade ELA Agenda
J. Harris**

Monday, April 25th/Tuesday, April 26th

- Grammar Warm-Up
- Sacred Writing
- Craft Mini-Lesson
- Independent Genre Practice

HW: Continue Independent Practice/Vocabulary

Wednesday, April 27th/Thursday, April 28th

- Grammar Warm-Up
- Sacred Writing
- Craft Mini-Lesson
- Independent Genre Practice

HW: Continue Independent Practice/Vocabulary/Study for Quiz

Friday, April 29th

- Grammar Warm-Up
- Sacred Writing
- Craft Mini-Lesson
- Independent Genre Practice

HW: Continue Independent Practice/Vocabulary/Study for Quiz

*subject to change



BCMA Instructional Agenda



This Week in Social Studies w/Mrs. Scott

Friday and Monday (April 15 & 18)

Students will begin with major events that shaped US history (Chronological order events/timeline).

Tuesday and Wednesday (April 19 & 20)

Students will continue to learn about the events that shaped US History and put in order.

Thursday and Friday (April 20 & 21)

Students will identify significant landmarks and monuments. Some were intentionally built to help boost the economy, others were gifted, etc....

Mr. Lee's and Mr. Giasson's Agenda **6th Grade ELA – Subject to Change**

Monday, April 25th (Blue) &

Tuesday, April 26th (Burgundy)

- Chapter 11 Vocabulary
- Flex Time – Vocabulary Pictionary
- **HW: STAAR PRACTICE #5 HANDOUT**

Wednesday, April 27th (Blue) &

Thursday, April 28th (Burgundy)

- Read “Harrison Bergeron”
- Reading, Guided Questions, Personal Response
- **HW: VOCABULARY BOOK 141-145**

Friday, April 29th (Blue)

- Read “The Lottery”
- Reading, Guided Questions, Personal Response

HW: STAAR PRACTICE #4 HANDOUT

This Week in Social studies with Mr. Palmitier

Visit <http://palmitierbcma.weebly.com>

6th Grade Science Pre-AP Instructional Agenda

“What’s Happening This Week in Science?”

Mrs. Gary-Means

Monday/Tuesday: Students will begin life science unit on cells in which they will identify and describe basic components of cells and compare characteristics of prokaryotic and eukaryotic cells.

Wednesday-Friday: The learners will continue identifying and describing basic components of cells and comparing characteristics of prokaryotic to eukaryotic cells, they will also understand that all organisms are composed of one or more cells and recognize the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic.

Homework:

Review all notes on components of the solar system for upcoming assessment

**Subject to Change*

This Week in Latin with Mr. Tolliver

- 6th Graders will begin Stage 4
- Conjugate Verbs in the Present Tense
- Life in the Pompeian Forum



This Week in Reading w/Hayner and Walker

Focus: Theme (Walker) / Figurative Language (Hayner) – Reading Detective unit

Classwork: Do Now; Reading Detective; STAAR PREP, former STAAR tests

Novel Study: As time permits

Homework:

- The challenge – done daily (vocabulary.com)
- Reading Passages
- Black Level Greek Roots due May 1st – this is for extra credit

Math Lab/Achieve 3000:

- Saving Lives With Smelly Feet (Hayner/Walker)
- Floods Hit South Asia (Hayner)
- An Asian Duck Visits California (Walker)

Tutorials: If you attend the next 4 Thursday tutorials, you will receive a 100% for participation for the 6th marking period

- Mr. Walker (Thur) & Mr. Hayner (Tues)
-There are only 2 Tutorial Dates before STAAR

STAAR Reading: May 10

1. Are you checking GradeSpeed weekly? Is your email current in GradeSpeed? Did you know that you can update your email and contact information in GradeSpeed? We are sending out electronic progress reports prior to the actual paper progress report. If you are not receiving these, than we ask that you update your email in GradeSpeed.
2. Mock Reading STAAR data has been entered into GradeSpeed. The score does not reflect in their grade average; however, this is a reflection of their readiness for the actual reading STAAR on May 10th. Any grade below a 70 is a concern and intervention outside of the classroom is required. This intervention could be tutorials offered by BCMA staff, private tutors, or using online applications to help your child prepare for the test.

Support: As we draw closer to the STAAR test, you can further support your child’s learning by using online reading programs at home or purchasing STAAR prep books and work on one passage a week while actively monitoring their progress. There are many apps and online tutorials available as well.



This Week in Science with Ms. Odom

Monday

Space exploration focusing on the geologic properties of Mars.

Tuesday & Wednesday

Edible Mars Science Lab, please bring in edible materials for the lab.

Thursday & Friday

Exploration of outer planets.

Homework

Textbook Pages 372-380

This Week in Neuroscience with Dr. Williams

Monday (A-Day) & Tuesday (B-Day)

Finish Food for the Brain: students will learn about nutrients important for health by dissecting a slice of pizza.

Do you remember the basic building blocks of cells?

“You are what you eat”: students will build biomolecule models of carbohydrates, lipids and proteins.

Motor highways: Signals and synapses. Using a simple game, students model how signals are sent along nerve cells within the body to achieve movement.

Academic practice: review the Brain Chemistry unit, notes and study guide for the exam on May 2nd / 3rd

Wednesday (A-Day) & Thursday (B-Day)

Motor highways: Signals and synapses. Using a simple game, students model how signals are sent along nerve cells within the body to achieve movement.

Eye openers: students learn about reflexes as they investigate the effect of bright light on pupil size.

Review for test: Q & A session for test on Brain Chemistry unit.

Academic practice: review the Brain Chemistry unit and notes for exam on May 2nd / 3rd

Friday (A-Day)

Eye openers: students learn about reflexes as they investigate the effect of bright light on pupil size.

Review for test: Q & A session for test on Brain Chemistry unit.

Academic practice: review the Brain Chemistry unit, notes and study guide for the exam on May 2nd / 3rd.

Final Exam: Cumulative Final Exam
May 11th / 12th

This Week in Science w/Mr. Gage

Monday 04/25/16

A1, A5 Continue brain chemistry unit.

- Review of “Go Fish” message in a neuron game
- Quiz / do now
- Continue with Brain Chemistry story “legacy of lost canyon”
- Continue with “crossing the gap chapter
- Vocabulary

Tuesday 04/26/16

- B7 Review of “Go Fish” message in a neuron game
- Quiz / do now
- Continue with Brain Chemistry story “legacy of lost canyon”
- Continue with “crossing the gap chapter
- Vocabulary

Wednesday 04/27/16

- A1, A5: Quiz / do now
- Hormones and stress chapter
- Continue with Brain Chemistry story “legacy of lost canyon”
- Vocabulary

Thursday 04/28/16

- B7: Hormones and stress chapter
- Continue with Brain Chemistry story “legacy of lost canyon”
- Vocabulary

Friday 04/29/16

- A1, A5: Quiz / do now
- Calculating risk chapter
- Continue / Finish with Brain Chemistry story “legacy of lost canyon”
- Begin reading link to “legacy of lost canyon”
- Begin extra classwork for Brain chemistry unit.

This week in Science w/Ms. Sudhakaran

Students will research and describe the history of space exploration and make predictions about the future of space exploration. They will construct a timeline of space exploration events and scientists.

Monday

Space Exploration- Geological Properties of Mars

Tuesday & Wednesday

Research- Space exploration and Scientists

Thursday & Friday

Edible Mars- Science Lab

Homework

Space Exploration Assignment



Concerns w/Lab Safety from Mr. Gage

***Note for parents: I have had a few concerns from students. Let me address some concerns and precautions.

Safety. This is imperative. At the beginning of each class I have explained the following:

- A) We will be working with dissection instruments. These are surgical grade and are very sharp. Keep them in the dissection tray at all times unless given instruction. They are not toys. They are tools. These tools require supervision. For this reason, I want to keep talking and moving at a minimal during this lab to make sure no student gets hurt.
- B) Smells. The sheep brain will have an odor. This is from the preservative. This smell will not hurt you but if it makes you uncomfortable, you may raise your hand and ask to leave the room but please do not roam the halls. You are still responsible for knowing the information in the lab even if you are not participating. Not being a participant will not count against you.
- C) Sights. The sheep brain may make you feel uncomfortable. You do not have to handle, touch, insert pins, cut, dissect or manipulate the brain at all if you do not wish too. If the student is not bothered by the smell but does not want to be an active participant, I do encourage observation.
- D) Overall. No student is under any obligation to participate or remain in the room if they are bothered by the smell or sight of the sheep brain. Mr. Gage does encourage students to participate but participation is not a requirement for this lab. If you have any questions or comments you may contact me at jgage@houstonisd.org.



This Week in Latin w/Ms. Kirk

In the Cambridge Latin Course book, we will be covering present tense verbs and 1st and 2nd person personal pronouns.

The students can be expected to be quizzed regularly on the following charts. Students must know which information belongs in which chart and have all contents memorized.

Personal Endings for Present Tense Verbs

Person	Singular	Plural
1 st	-ō	-mus
2 nd	-s	-tis
3 rd	-t	-nt

The Latin Verb to be

Person	Singular	Plural
1 st	sum	sumus
2 nd	es	estis
3 rd	est	sunt

Latin Personal Pronouns

Person	Singular	Plural
1 st	ego	nos
2 nd	tū	vos

Cambridge Latin Course Website Access:

www.cambridgescp.com

Username: rgiasson@houstonisd.org

Password: bcmalatin

Online Translation Tool:

Whitaker's Words

Archives.nd.edu/words.html

Extra-credit:

Replenish class candy supply with one packaged and unopened bag of candy and replace your lowest homework and/or classwork grade

Tutorials – Wednesdays and by Appointment

Email: mkirk2@houstonisd.org

This Week in Neuroscience w/ Mr. Lockette
Instructional Agenda Week:

Mr. Lockette was absent Friday and wanted me to inform you all that he will be updating his Instructional Agenda on Monday.



BCMA Instructional Agenda



6th Grade STAAR Math Lab Support

- **Students need to complete the STAAR review pathway by May 6.**
- Grading procedures remain the same.
- Students need to pass 3 to 6 lessons per week to progress through the pathway by the test date in May.

This Week in the Math Lab w/Ms. Bonno and Ms. Taplett

Lab: Students will continue to enrich and strengthen their math skill with Think Through Math and their reading skills with Achieve 3000.

Although students work at their own pace all should be able to complete and pass at least 3 lessons per week and each lesson should take at least 30 minutes to thoroughly read and work completely.

Please remember that quiz and test grades come from lessons **passed** not completed.

Grading criteria is based on the program TTM.

Classwork (30%): Will be given **daily** based on work accomplished in class and recorded as follows:

Quizzes (15%): Quiz average for the week (Mon-Sun) will come from the post quiz average at the end of each lesson.

Project (15%): A grade will be given for completing the “Getting Ready for STAAR” pathway. All 18 “On Level” lessons (and any review lessons assigned) are due May 6.

Tests (20%): Test grades for the week (Mon-Sun) will come from Lessons passed:

1-3 lessons: 25 points each, 4th and 5th lesson 10 points each, 6th lesson: 5 points, 7th and beyond: 1 point each.

Journal (20 points)	Brought to class daily.
Date (5 points)	At the beginning of each day’s assignment.
Lesson Title (5 points)	Promotes organization and note-taking skills.
Belongings under desk (5 points)	With exception of pencil and journal.
Pencil (5 points)	Promotes good math study and work habits.
Problem #1-6 Solved (5 points/problem)	Must be worked neatly in journal. And clearly numbered.
Problem # 7 and up (2 points/problem)	Must be worked neatly in journal. And clearly numbered.



Math Lab (6th, 7th, & 8th Grade) – Mr. Golabbakhsh & Ms. Kerawala

Currently, students are using the Think Through Math (TTM) program to enrich and strengthen their Mathematics skills online in their Math GradLab classes and at home. The grading criteria for the class is based on the Think Through Math program and reports from the program are recorded weekly (Saturday - Friday) in the gradebook.

Classwork	(30%)	Test	(20%)
Quiz	(15%)	Project	(15%)

*Grades based on a Weighted Average Scale, and do not total 100%.

Please see below for more information in regard to the breakdown of the grading criteria mentioned above:

Quizzes: Quiz average for the week (Saturday – Friday) will come from the post quiz average at the end of each lesson from the Think Through Math program.

Tests: Test average of the “On Grade Level” or “Below Grade Level” pass rate (2 separate grades) for the week (Saturday – Friday) recorded from each lesson from the Think Through Math program.

Classwork: A minimum of 50 minutes per class (100 minutes per week) and maintaining a Math Journal is expected. Student are graded on the number of minutes spent in class working on Think Through Math. A weekly (Saturday – Friday) report is provided from the Think Through Math program with number of minutes completed for each lesson. Classwork for Ms. Kerawala’s classes will be graded at the 200 Minute Per Week requirement, this is no change to prior grading.

Project: Students are expected to complete and pass one lesson per day, or seven (7) lessons per week, either in class or at home.

I highly recommend each parent to monitor their child’s activities on Think Through Math (TTM) by setting up and registering with TTM at the following website and using their child’s username and password to link their account with their child:

<https://lms.thinkthroughmath.com/customers/1564/registrations/new>