



## BCMA Instructional Agenda

6<sup>th</sup> Grade

Week of September 6 – September 9, 2016

### IMPORTANT DATES AND INFORMATION

- **Scholastic Book Fair** – Sept. 12<sup>th</sup> – 16<sup>th</sup> / Pick-up **Sept. 19<sup>th</sup>**
- **Open House** for 6<sup>th</sup> grade is **Sept. 14<sup>th</sup>** 6:00 p.m. – 8:30 p.m. This is a time to meet your child's teacher and learn about the curriculum and classroom expectations. One-on-one conferences can be set up via e-mail.
- **Snapshot Dates** – **Sept. 15<sup>th</sup> – 21<sup>st</sup>** (more info at end of agenda)
- **Early Dismissal** on **SEPT. 21<sup>st</sup> @ 1:20 p.m.** – All students must be picked up at 1:20 p.m.
- **Tutorials** will begin on **Sept. 26<sup>th</sup>**.
- **6<sup>th</sup> Grade Dance** – **Sept. 30<sup>th</sup>**
- **Lunch Applications** – A link is below as well as on the BCMA website.
  - <https://mealapps.houstonisd.org/Register.aspx>

### Dress Code

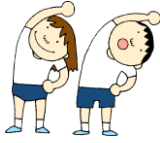
Monday – Thursday

- Burgundy Polo Shirt w/ BCMA Logo (tucked into) Khaki Pants or Knee Length Skirt w/Belt
- Burgundy BCMA Sweater or Solid Burgundy Sweater
- BCMA I.D. Badge worn on neck (at 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)



### General Information for PE Uniforms

1. BCMA physical education uniforms will be sold to students during their PE class. If your student does not have PE during first semester, she/he will still need to place an order for the upcoming spring semester.
2. Students are required to wear the BCMA's PE uniform daily.
3. Uniform cost:
  - a. FULL SET (SM – LRG) \$20 (XL – XXL) \$30
  - b. Individual pieces \$10 each
4. If any PE elective teacher is requiring students to dress out before BCMA uniforms arrive, they will be asked to wear appropriate workout clothes from home.

### **General Information for BCMA Jackets**

- BCMA Jackets are also available for purchase from the PE department.
- There are two types of jackets available. If you log onto to school website you will find a flyer and order form for each item under activities and PE. Please fill out your order form and include your form of payment (either cash or money order) and return to school with your student.
- Your child may only purchase his/her color which is determined my grade level.
- Jacket cost: Windbreaker jacket is \$30 and the hooded jacket is \$28.
- Each jacket will included the BCMA Logo.

**Mrs. Strong is the only teacher that your student will be able to turn his/her money into!**

**All Orders that have already been placed are scheduled for delivery on Sep.5!**

**Any orders that are placed after August 19, will have a different delivery date!**



### This Week in Science w/Ms. Milander

Tuesday {A}

Students will differentiate between a molecule and compound. Complete the classroom size element periodic table and watch the Bill Nye video with corresponding questions.

Assessment- Video questions

Assignment- Textbook pages 46-51 active reading and questions. District snapshot outline must be signed by parent.

Wednesday/Thursday

What are the elements of Earth? Students will identify elements found in Earth's atmosphere, living matter, oceans and lithosphere.

Assessment- Video questions and rock samples.

Assignment- Textbook pages 52-58 active reading and questions.

Friday {B}

How are mixtures and pure substances different? Students will engage in demonstrations involved with various mixtures of substances. Students will be able to determine which part of an equation correctly identifies compounds and determine the number of elements in a given formula.

Assessment- unit quiz/test at end of lesson

Assignment- Textbook page 59-60 all questions.



## This Week in Neuroscience w/Dr. Williams

### September 6<sup>th</sup>/September 7<sup>th</sup> Practice Makes Memories

#### Concepts:

- 1) **Relevant**: something is relevant when it relates directly to the problem you are solving or the question you are answering.
- 2) Memories of **how we do things** are called **procedural memories**.
- 3) **Repetition** is important in forming procedural memories.
- 4) Procedural memories do not require **conscious** thought and are difficult to communicate using words.
- 5) The **cerebellum** is important for storing procedural memories.

#### Reading and Writing

- 1) Danger at Rocky River: A Memorable Misadventure, chapters 5-6.
- 2) Explorations: Matter of Fact p. 2, Remember What You've Learned p.8
- 3) Reading Link
  - a. Word Meanings p. 1 #1a-e.
  - b. Cause and Effect Relationships p.6 #2
  - c. Generalizations and Drawing Conclusions p.8 #2c.
  - d. Fact or Opinion p. 9 # 1b-c.

**Academic Practice:** students will finish reading for academic practice and answer questions from the Reading Link. Assignment due Thursday/Friday.

#### September 8<sup>th</sup>/September 9<sup>th</sup> Memorable Moments

#### Concepts:

- 1) Be **logical**. Thinking is logical when everything fits together.

- 2) **Short-term memories** last only a few minutes; **long-term memories** last from a few hours to a life-time.
- 3) There are **different pathways** in the brain for **processing** memories.
- 4) The **hippocampus** is important for forming long-term **declarative memories**.

### Reading and Writing

- 1) Danger at Rocky River: A Memorable Misadventure, chapters 7-9.
- 2) Explorations: pgs. 6 and 7
- 3) Reading Link: Details and Supporting Ideas p. 3 #1 and 2, Sequence of Events/Main Idea of the Story p.5 # 3, Generalizations and Drawing Conclusions p.8 # 2F

**Academic Practice:** students will finish reading for academic practice and answer questions from the Reading Link. Assignment due Thursday/Friday.



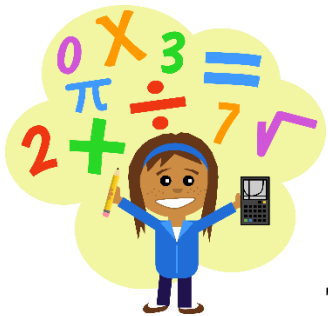
### This week in World Cultures w/Mrs. Scott

Tuesday and Wednesday, 9/6 and 9/7 : Students will receive the instructions for creating their culture project and review the rubric in which the project will be graded. The project is due 9/13 and 9/14.

Homework is due: “Map Reading” packet

Thursday and Friday, 9/8 and 9/9: Students will identify and explain the geographic factors responsible for patterns in population in places and regions.

Homework: Latitude and Longitude



### This Week in Math Lab w/Ms. Restivo-Bonno

Students will conquer, enhance, enrich, and extend their basic & required skills and knowledge in mathematics by taking responsibility of their own learning

with the aid of technology, peer mentoring and small group instruction.

**Supplies needed daily:** Pencils, correcting pen, STAAR Math Lab paper pocket folder with brads filled with notebook paper.

**This week:** Reviewing, enhancing, and extending Math class objectives through STAAR testing format.

**Tue/Wed:** Locating Rational Numbers on the Number Line.

**Thu/Fri:** **TEST**

**Homework, daily:** Objective worksheets not completed in class.



### **This Week in Science w/Mr. Nicholas**

Students should work on setting up their composition notebooks for their notebook check on September 6<sup>th</sup> and 7<sup>th</sup>.

#### **September 6<sup>th</sup> and 7<sup>th</sup>**

Students will be introduced to the periodic table. We will discuss the setup of the periodic table and the elements within the periodic table. Students will look at the properties of both elements and compounds. They will compare and contrast elements and compounds.

#### **September 8<sup>th</sup> and 9<sup>th</sup>**

We will study the relationship among atoms, elements and compounds. We will review matter, elements, compounds and the periodic table.



### **This Week in Social Studies w/Mr. Ball**

Tuesday/Wednesday:

Human and geographic patterns when settling a region and introduction to the Culture project

HW: graphic organizer

Thursday/Friday:

Comparing World Regions

HW: Research countries from a different regions and compare them



### **This Week in Social Studies w/Mr. Palmitier**

Tuesday/Wednesday – Students will be introduced to the concepts of Human and Physical Regions. Students will engage in a reading exercise and organize the information for their notes. Classes will be introduced to the culture project that is due on September 12 for A day students, and September 13 for B day students.

Quiz on Tuesday/Wednesday that will cover elements of a map (TODALSIG), vocabulary and maps/charts/graphs.

Thursday/Friday – Students will compare and contrast regions of the world using the ACES model, and become acquainted with the concepts of culture and cultural diffusion.

Homework: Students will need to work on their cultural projects, due September 12/13.



## **This Week in Math w/Mr. Dabas, Mr. Elegarle, & Mr. Steele**

Mr. Dabas/Mr. Elegarle

Tue/Wed – Unit Test (Rational numbers, integers, opposite numbers, absolute values)

Homework – TBA

Thur/Fri – Placement Test & Multiplying and dividing fractions

Homework – practice and problem solving 3.1 & 3.2

Mr. Steele

First six weeks mid-term exam - Tuesday and Wednesday

Beginning of the year diagnostic test – Thursday and Friday



## **This Week in Reading w/Mr. Martinez**

Students will continue establishing the routines and practices of a reading workshop.

Students will examine narrative texts while building upon their knowledge of the reading process and comprehension strategies.

Students will identify the literary language used in personal narratives and memoirs.

HW: Students will read minimum 30 minutes each night.

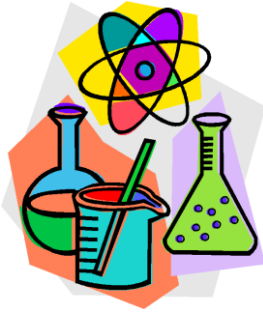


## **Reading w/Mr. Hayner**

Review classroom rules and expectations

- Predictions
- Inferences
- Reading Alarms
- Fix-up Strategies
- Personal Vocabulary Lists
- Context Clues
- Abandoning a Book

Homework: Reading Bingo



## This Week in Science w/Ms. Masood

Students will learn the Standard Measurement and Units.

- Students will reinforce the learning of Periodic Table and will create the models of Atoms
- Interpret the arrangement of the Periodic Table including groups and periods, to explain how properties are used to classify elements



## Writing w/Mr. Giasson

Tuesday, September 6<sup>th</sup> (Blue) and Wednesday, September 7<sup>th</sup> (Burgundy)

- o Mini-Lesson: Show Don't Tell
- o Introduction to Personal Narratives and Read Exemplars

**Ø HW: SHOW DON'T TELL HANDOUT, FILL OUT PERSONAL NARRATIVE OUTLINE**

Thursday, September 8<sup>th</sup> (Blue) and Friday, September 9<sup>th</sup> (Burgundy)

- o Review and Share Personal Narrative Outlines
- o Mini-Lesson and Drafting Expositions
- o Flex Time – Grammar Review

**Ø HW: DRAFT RISING ACTION (SECOND PARAGRAPH)**



## This Week in ELA-R w/ Ms. Beller & Mrs. Garrett-Jackson

- Summer Reading Assignments are due in reading class by September 6 or September 7, 2016. All students are expected to turn in one completed assignment for “The Bridge to Terabithia” and one assignment for “The Boy Who Harnessed The Wind” (please see the assignment options handout for more information).
- Sixth grade students will be taking a District Snapshot Reading Assessment on September 16<sup>th</sup> or September 19<sup>th</sup>, depending on which day they attend reading class.

- In reading class, students will continue consuming and critiquing personal narratives by creating a Must Have/Might Have/Won't Have anchor chart as well as a Notice/Name/Effect on the Reader anchor chart in whole and small groups.
- In writing class, students will begin brainstorming ideas for their personal narratives.
- Students should also be reading their independent reading books nightly and completing their reading logs.



## This Week in Art w/Ms. Price

Theme of the Week: *Understanding Symbols for Communication*

Tuesday, September 6 – Thursday, September 9, 2016

- Project #2: Coat of Arms (continued from Week 2)
- Project #3: Shape & Pattern Identity Banners
- Writing: Learning how to write an Artist's Statement

Weekly Homework: 2 sketches in sketchbook

- Sketch 4: Draw a symbol that you saw somewhere on the way to school this week.
- Sketch 5: If you could create the universal symbol for love, what would it look like? (no hearts)



## This Week in Latin w/Ms. Kirk, Ms. Heintzelman, & Mr. Rutter

- Technology is a daily part of our class, **please allow your students to bring their cell phones**, tablets, laptops, and any internet-ready technological device with them on the day they have Latin.
- **Parent sign-up and interaction on Class Dojo will be a PROJECT GRADE (15%) every grading cycle.**
- **All students need a composition notebook or spiral notebook for their interactive word root notebooks.**

Parents and students, please be advised, Latin is a requirement for all students and all grades at our school. This course will build a critical foundation necessary for success at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. We hope that as many students as possible excel and are able to take high school credit courses in the 7<sup>th</sup> and 8<sup>th</sup> grades!

There are 2 vocabulary-building resources I would like to emphasize for student usage:

1. Quizlet – I have made my own sets, but if you search “Cambridge Latin Course” you will find premade sets for each stage. I am working on creating classes in Quizlet to monitor engagement and practice.
2. Memrise – search “Cambridge Latin Course” under “courses”; I REALLY like this tool  
HINT: There may be extra-credit and rewards for the students who practice using these tools!



September 6<sup>th</sup> & September 7<sup>th</sup>: Verbs, Verb Phrase, Helping Verbs, Linking Verbs

- Warm-Up: TAG (Motto)/Etymology
- Padlet discussion board: *Black Sails Before Troy*
- Activity: **Kahoot!** Helping Verbs and Linking Verbs
- Classwork: Helping Verbs Worksheet 1
- Homework:
  - Helping Verbs Worksheet 2
  - Read *Black Sails Before Troy* ch. 5 & 6 (be prepared for discussion questions)

September 8<sup>th</sup> & September 9<sup>th</sup>: Verbs, Verb Phrase, Helping Verbs, Linking Verbs

- Warm-Up: TAG (Motto)/Etymology
- Padlet discussion board: *Black Sails Before Troy*
- Activity: **Kahoot!** Helping Verbs and Linking Verbs
- Classwork: Linking Verbs Worksheet 1
- Homework:
  - Linking Verbs Worksheet 2
  - Read *Black Sails Before Troy* ch. 8 & 9 (be prepared for discussion questions)



**This Week in ELA-R w/Ms. Harris**

Tuesday

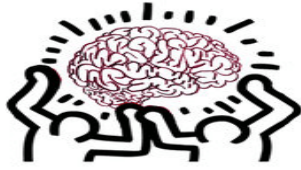
- Grammar Warm-Up
- Intro to Sacred Writing Time slides
- Final draft of Heart Mapping
- Rough draft of Hand Mapping
- Steps of Writing Process Review Foldable

Wednesday/Thursday

- Grammar Warm-Up
- Sacred Writing Time
- Final draft of Hand Mapping
- Personal Narrative Mentor Texts

Friday

- Grammar Warm-Up
- Sacred Writing Time
- Personal Narrative Mentor Texts/Anchor Charts



## This week in Neuroscience w/Ms. Torres & Ms. Brown

September 6<sup>th</sup> and 7<sup>th</sup>

### Key Concepts:

- 1) Brainstorm and create testable hypothesis from a question.
- 2) It is important to identify variables, test observations and distinguish the differences between accuracy and precision.
- 3) Neuroscience is the study of the brain and has multiple brain functions

### Activities

- 1) Group Activity: “Metric Madness Mock Science Fair”
- 2) Group Activity: “Accuracy vs. Precision”

### Reminders/comments:

Parents, please review and sign your son/daughter’s neuroscience daily agenda.  
Students, please come to class prepared and ready to learn!

September 8<sup>th</sup> and 9<sup>th</sup>

### Key Concepts:

- 1) The brain is the command center of the body
- 2) It has regions that specialize in specific function

### Activities

- 1) PowerPoint Presentation: Introduction to the Brain
- 2) Timeline: National Geographic: Brain and Neuroscience
- 3) Interactive Notebooks: Students will practice note-taking while watching Neuroscience videos

### Reminders/comments:

Parents, please review and sign your son/daughter’s neuroscience daily agenda. Students will be responsible for building a model of a skull over the weekend.

Students, please come to class prepared and ready to learn!

### SNAPSHOT ASSESSMENTS

The district snapshot assessments will assess a set of priority standards taught during a specific period of instruction as defined by the district scope and sequence document for a content/course and grade level. These brief assessments are designed to provide teachers with specific and timely information on each student’s learning. With the resulting data, teachers can promptly evaluate the effectiveness of their instruction, make any needed adjustments in the class, and address the learning needs of each student. As part of this process, teachers will be able to give students near immediate feedback on their performance.

September 15<sup>th</sup> - Mr. Martinez September 16<sup>th</sup> - Mrs. Beller, Mrs. Garrett-Jackson, Ms. Harris, Mr. Hayner  
September 21<sup>st</sup> - Mr. Dabas, Mr. Steele

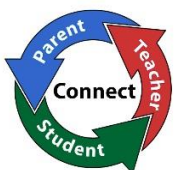
# BAYLOR COLLEGE OF MEDICINE ACADEMY

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Phone: (713) 942-1932 Fax: (713) 942-1943

Website: [www.houstonisd.org/academyatryan](http://www.houstonisd.org/academyatryan)

<b>Open House Bell Schedule Wednesday, September 14, 2016</b>	
6:00-6:20 pm	Parents assemble in Auditorium/Cafeteria
6:24-6:32 pm	1 <sup>st</sup> Period – A1 (Blue Day)
6:36-6:44 pm	2 <sup>nd</sup> Period – A2 (Blue Day)
6:48-6:56 pm	3 <sup>rd</sup> Period – A3 (Blue Day)
7:00-7:08 pm	4 <sup>th</sup> Period – A4 (Blue Day)
7:12-7:20 pm	5 <sup>th</sup> Period – A5 (Blue Day)
7:24-7:32 pm	6 <sup>th</sup> Period – B6 (Burgundy day)
7:36-7:44 pm	7 <sup>th</sup> Period – B7 (Burgundy day)
7:48- 7:56 pm	8 <sup>th</sup> Period – B8 (Burgundy day)
8:00 – 8:08 pm	9 <sup>th</sup> Period – B9 (Burgundy day)
8:12 - 8:20 pm	10 <sup>th</sup> Period – B10 (Burgundy day)



Communication between parents, teachers, and students is highly encouraged at BCMA. Be sure to contact your child's teacher or Dean Brown if you have any questions, comments or concerns.