Important Dates in April
Saturday Tutorials       Saturday Detention
April 9\textsuperscript{th}, 16\textsuperscript{th}, 23\textsuperscript{rd} & 30\textsuperscript{th}

Dress Code
\begin{itemize}
  \item Monday - Thursday
    \begin{itemize}
      \item Gray Polo Shirt w/BCMA Logo (Tucked Into)
      \item Khaki Pants or Knee Length Skirt w/Belt
      \item Gray BCMA Sweater or Solid Gray Sweater
      \item BCMA I.D. Badge worn on Neck (All Times)
    \end{itemize}
  \item Friday
    \begin{itemize}
      \item Solid Blue Jeans (No Cuts, Holes or Tears) with BCMA Spirit Shirt or College Shirt
    \end{itemize}
\end{itemize}

Students who daily abuse Dress Code will have items (Jackets, Sweaters & Hats Confiscated by Dean)
This week in Ms. Tonry's class we will...

**Monday:**
Continue to review standardized test questions and prepare for reading *The Giver* by Lois Lowry.

**Tuesday/Wednesday:**
Be given *The Giver* chapter questions and begin reading in class.

**Thursday/Friday:**
Continue to read and answer chapter questions in class

**Homework:**
Chapter Questions for *The Giver* have due dates next to them. Be Prepared!

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

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**This Week w/ Mrs. Jaggi, Mr. Dabas and Mr. Elegarle**

Monday
- Test Module 18: Personal Financial Literacy

Tuesday & Wednesday
- Unit 3: Texas Coach

Thursday & Friday
- Unit 3: Instructional Coach

Homework will be on the same TEKS and Topics from Measuring Up

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

**Monday, April 18th/Tuesday, April 19th**
- Grammar Warm-Up
- Sacred Writing
- Craft Mini-Lesson
- Independent Genre Practice

HW: Continue Independent Practice / Vocabulary

**Wednesday, April 20th/Thursday, April 21st**
- Grammar Warm-Up
- Sacred Writing
- Craft Mini-Lesson
- Independent Genre Practice

HW: Continue Independent Practice Vocabulary/Study for Quiz

**Friday, April 22nd**
- 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

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

Monday, April 18th (Burgundy)
  o “Recitativ” – Day 2
  o Reading, Guided Questions, Personal Response

  ➢ HW: STAAR PRACTICE #2 HANDOUT

Tuesday, April 19th (Blue) & Wednesday, April 20th (Burgundy)
  o Chapter 10 Vocabulary Quiz
  o “Interpreter of Maladies” – Day 1
  o Reading, Guided Questions, Personal Response

  ➢ HW: STAAR PRACTICE #3 HANDOUT

Thursday and Friday (April 21st & 22nd)
  o “Interpreter of Maladies” – Day 2
  o Reading, Guided Questions, Personal Response

  HW: STAAR PRACTICE #4 HANDOUT

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....

This Week in Social studies with Mr. Palmitier

Monday
Migration of the Caribbean and Review

Tuesday & Wednesday
  ➢ Pre-Test
  ➢ Comprehensive Review for Test

Thursday & Friday
Test: Central America and Caribbean

Update your notes at the website below and make sure you are prepared

Visit http://palmitierbcma.weebly.com
6th Grade Science Pre-AP Instructional Agenda
“What’s Happening This Week in Science?”
Mrs. Gary-Means

Monday/Tuesday/Wednesday: Due to my absence for a few days and playing catch up, students will continue to identify and describe components of the solar system and conduct an in-class research on the history of future space exploration. During this space science unit the student will describe the physical properties, locations, and movement of the Sun, planets, Galilean moons, meteors, asteroids and comets while also understanding that gravity is the force that governs the motion of our solar system.

Thursday/Friday: The learners will do a quick space exploration activity on space travel to conclude the space science unit. Following that activity, students will then begin the life science unit on cells in which they will identify and describe basic components of cells and compare characteristics of prokaryotic to eukaryotic cells.

Homework:
Components of the Solar System
*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 Pompeiiian Forum

This Week in Science w/Ms. Sudhakaran
Monday & Tuesday
Students will teach the class about the solar system through group presentations.

Wednesday
Write interview questions for gravity: what it is and its effect on the attraction between the sun and moon, planets and their moon(s), and the sun and other objects in the solar system. Write these responses from the gravity’s point of view.

Thursday & Friday
Edible Mars Science Lab
Homework
Worksheets on solar systems

This Week in Reading w/Hayner and Walker
Focus: Figurative Language
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

Math Lab/Achieve 3000:
- Not this week due to iStation testing

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 4 more Thursdays before the 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 Neuroscience with Dr. Williams

Monday & Tuesday
Finish Hormones and Stress

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

Academic Practice:
Review the Brain Chemistry unit and notes for exam on April 28th /29th.

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

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

Academic Practice:
Review the Brain Chemistry unit and notes for exam on April 28th /29th.

Friday
Eye Openers:
Students learn about reflexes as they investigate the effect of bright light on pupil size.

Academic Practice:
Review the Brain Chemistry unit and notes for exam on April 28th /29th.

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

This Week in Science with Ms. Odom

Monday
Students will research meteors, asteroids, and comets. They will compare and contrast the differences between meteors, asteroids, and comets.

Tuesday & Wednesday
Space Science
Tic-Tac-Toe Game Board Activity

Thursday & Friday
Edible Mars Science Lab

Homework
Textbook pages 362-368
This Week in Science w/Mr. Gage
Continuation of Brain Chemistry Unit

- Review "What is a Neuron" Chapter and Electricity Lab.
  Note: Students will make a circuit using a 9V battery, wires, and Christmas light, and salt water. The idea is to show that the same Sodium in salt water is the same Sodium in the body that conducts electricity.
- Continue with "Conducting signals" How Neurons Work.
- Continue with "crossing the gap" How neurons work.
- Play games (go fish, dominoes, etc.) to show how neurons work. Help reinforce concepts through activities.

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 Science w/Ms. Sudhakaran

Monday & Tuesday
Students will teach the class about the solar system through group presentations.

Wednesday
Write interview questions for gravity: what it is and its effect on the attraction between the sun and moon, planets and their moon(s), and the sun and other objects in the solar system. Write these responses from the gravity’s point of view.

Thursday & Friday
Edible Mars Science Lab

Homework
Worksheets on Solar Systems
This Week in Latin w/Ms. Kirk

In the Cambridge Latin Course book, we will be covering present tense verbs and 1\textsuperscript{st} and 2\textsuperscript{nd} 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**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st}</td>
<td>-ō</td>
<td>-mus</td>
</tr>
<tr>
<td>2\textsuperscript{nd}</td>
<td>-s</td>
<td>-tis</td>
</tr>
<tr>
<td>3\textsuperscript{rd}</td>
<td>-t</td>
<td>-nt</td>
</tr>
</tbody>
</table>

**The Latin Verb to be**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st}</td>
<td>sum</td>
<td>sumus</td>
</tr>
<tr>
<td>2\textsuperscript{nd}</td>
<td>es</td>
<td>estis</td>
</tr>
<tr>
<td>3\textsuperscript{rd}</td>
<td>est</td>
<td>sunt</td>
</tr>
</tbody>
</table>

**Latin Personal Pronouns**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st}</td>
<td>ego</td>
<td>nos</td>
</tr>
<tr>
<td>2\textsuperscript{nd}</td>
<td>tū</td>
<td>vos</td>
</tr>
</tbody>
</table>

Cambridge Latin Course Website Access:  
[www.cambridgescp.com](http://www.cambridgescp.com)  
Username: rgiasson@houstonisd.org  
Password: bcmalatin

**Online Translation Tool:**  
[Whitaker’s Words](https://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:  
April 18, 2016 through April 22, 2016

Monday 4/18/2016 (B Day)  
• You Do  
  o Do Now: Label the parts of a Neuron.  
• I Do  
  o Lecture on what are Neurons transmitters and receivers & Conducting Signals  
• Extra Review  
  o We will watch a 4 minute video on the structure and functions of the nervous system.  
    https://www.youtube.com/watch?v=rWrnz-CiM7A  
• We Do  
  o Neuron Chain Game – A game of tag to show students that once a communication is sent out how a neuron chain is formed.  
  o Synaptic Tag - Shows how if enzymes touches a neurotransmitter it is reabsorbed back into the axon.  
• Homework  
  o 4 Open Ended Questions from Class Reading; Teacher Created.

Tuesday 4/19/2016 (A Day)  
• You Do  
  o Do Now: Label the parts of a Neuron.  
• I Do  
  o Complete Lecture Chapter of Conducting a Signal  
• Extra Review  
  o Play a short 1 min video to refresh them on what we learned Friday  
• We Do  
  o Neuron Firing Lab: Sending the Signals  
• Homework  
  o 4 Open Ended Questions from Class Reading; Teacher Created.

Wednesday 4/20/2016 (B Day)  
• You Do  
  o Name 5 Parts of a Neuron and its functions.  
• I Do  
  o Complete Chapter Lecture: Conducting a Signal  
  o Play a short 1 min video to refresh them on what we learned Friday  
• We Do  
  o Neuron Firing Lab: Sending the Signals  
• We Do  
  o Neuron Firing Lab: Sending the Signals  
• Homework  
  o Read pages 15-19 in Brain Chemistry Book

Thursday 4/21/2016 (A Day)  
• You Do  
  o Do Now: Write 4 Sentences Summarizing the Neuron Conducting Lab  
• I Do  
  o Lecture the Message in a Neuron Chapter  
• We Do  
  o What are Neuro Transmitters Lock and Key Game  
• They Do  
  o Quiz on Neurons Chapters 3 & 4

A5; Thursday 4/21/2016 (A Day)  
• You Do  
  o Do Now: What is a Neuron?  
• I Do  
  o Complete Chapter Lecture: Conducting a Signal  
  o Play a short 1 min video to refresh them on what we learned Tuesday  
• We Do  
  o Neuron Firing Lab: Sending the Signals  
• We Do  
  o Neuron Firing Lab: Sending the Signals  
• Homework  
  o Read pages 15-19 in Brain Chemistry Book

Friday 4/15/16 (B day)  
• You Do  
  o Do Now- Write 4 Sentences Summarizing the Neuron Conducting Lab  
• I Do  
  o Lecture the Message in a Neuron Chapter  
• We Do  
  o What are Neuro Transmitters Lock and Key Game  
• They Do  
  o Quiz on Neurons Chapters 3 & 4
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.

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.

This grade will be recorded weekly.

6th Grade STAAR Math Lab Support

- Will begin a STAAR review pathway.
- 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.

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

<table>
<thead>
<tr>
<th>Classwork (30%)</th>
<th>Test (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz (15%)</td>
<td>Project (15%)</td>
</tr>
</tbody>
</table>

*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
Advanced Courses in Middle School
• If approved to be offered in a middle school, a high school graduation credit course that is scheduled in middle school should be taught using the same curriculum and Texas Essential Knowledge and Skills (TEKS) required for the classes of the same level taught in high school.
  • If a high school graduation credit course, taken for credit in middle school, is also designated as Pre-AP, then the course taught in middle school should be taught as a Pre-AP course using the same curriculum and Texas Essential Knowledge and Skills (TEKS) required for the Pre-AP course taught in high school.
  • If a high school credit course has a STAAR End-of-Course EOC exam assigned to it by the State, the student will be required to take the exam. To satisfy high school graduation requirements, the EOC exam grade will be recorded on the student’s transcript and/or final course grade, if currently indicated by the State Legislature and Commissioner of Education.

Advanced Mathematics
• Students who may be considered for beginning an advanced mathematics sequence in middle school include those who: o have demonstrated high interest and ability in mathematics; and/or
  • meet the entry requirements specified for G/T programs as delineated by Advanced Academics in Section XIII of the Secondary School Guidelines.

  • Prerequisites: o Successful completion of Math 8 (Math 7 Pre-AP/IB) is a prerequisite to enrollment in Algebra I. In Math 7 Pre-AP/IB, the mathematics TEKS for Grade 8 are taught as a pre-algebra curriculum with the exception of three Math 8 standards that are addressed in Algebra 1.

Successful completion of Algebra I is a prerequisite to enrollment in Geometry.
• “Successful completion” implies that the student has received course credit in a manner that indicates readiness for advancement to the next level of mathematics.

  • Grades that a student receives for taking a high school course in middle school will be recorded on the student’s high school transcript and may be included in the student’s high school grade point average (GPA).

Parent Acknowledgement:
• Each fall, middle schools must obtain the signatures of parent(s) on the Student/Parent Acknowledgement Form (found in this section) and place the signed form in the student’s permanent record folder.

  • The Student/Parent Acknowledgement Form states that the parent is aware that it is recommended that the student complete three years of mathematics in high school in addition to any high school mathematics course completed in middle school.
Exit from a High School Mathematics Course taken in Middle School

- If a middle school student receives a first cycle report card grade below 70 for a high school mathematics course, the teacher and principal should consult with the parent to discuss plans for remediation or plans to exit the student from the course.

- If a middle school student struggles in a high school credit course (i.e., making grades of C or below), it is recommended that the identification, probation, and removal process be completed prior to awarding the student credit for Algebra IA. This enables the student to be placed into the appropriate mathematics class before grades are issued and the student earns credit for the first semester course.
PLACEMENT MATRIX FOR MIDDLE SCHOOL STUDENTS INTO HIGH SCHOOL MATHEMATICS COURSES

(To be completed prior to the end of the 2015-2016 school year for placement to begin during the 2016-2017 school year.)

Student: _____________________________         Teacher:  _______________________________

Consideration for Placement into (circle one):  Algebra I

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISD Placement Test – Readiness Skills Subtest Score: (# correct out of 16)</td>
<td>15 – 16</td>
<td>13 – 14</td>
<td>12</td>
<td>11</td>
<td>0 – 10</td>
</tr>
<tr>
<td>HISD Placement Test – Prerequisite Skills Subtest Score: (# correct out of 24)</td>
<td>22 – 24</td>
<td>19 – 21</td>
<td>18</td>
<td>16 – 17</td>
<td>0 – 15</td>
</tr>
</tbody>
</table>

Teacher Recommendation

- Highly Recommended
- Recommended with Reservations
- Not Recommended

Performance on Mathematics STAAR (% of items correct)

- 90 – 100% correct
- 80 – 89% correct
- 70 – 79% correct
- Less than 70% correct

(Optional) Performance on National Standardized Assessment (National Percentile Rank for the Total Mathematics Test)

- 86th Percentile and Above
- 71st – 85th Percentile
- 56th – 70th Percentile
- 40th – 55th Percentile
- Below the 40th Percentile

TOTAL POINTS

<table>
<thead>
<tr>
<th>Total Matrix Score: (circle one cell from the appropriate column below)</th>
<th>20 Points Possible</th>
<th>16 Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 – 20</td>
<td>13 – 16</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Placement: (check one cell below)

- Highly Recommended

Placement Committee Decision: Student, Parent, Teacher, Administrator (The student may require supplemental support.)

- Not Recommended*

*Note: At the parent's request, placement may be considered if the student, parent, and principal agree to the Student/Parent Acknowledgement Form in this section.

Student's Mathematics Placement: (check one option below)

- Algebra I
- Math 8 or Math 8 Pre-AP
- Non-credit Mathematics Elective

VI-16