



[Grade Level and Subject] Instructional Plan: [First] Semester

Course Overview

Welcome to 6th Grade Science and Social Studies. 6th Grade Science will provide all students access to quality science instruction that fuels curiosity and enhances understanding of science phenomena in everyday life. Students will experience productive struggle and utilize problem solving skills while making real world connections.

5th Grade Social Studies will empower students to become engaged citizens who understand and embrace their rights and responsibilities. We will empower students to think critically about historical, governmental, economic, social, and geographic issues.

Contact Information

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Classroom Expectations

Our classroom is a safe, friendly place where everyone can learn and feel included. Here's how we promise to act to make science and social studies class the best it can be:

Our Promise

What It Looks Like

Respect Everyone

- Treat ideas, classmates, and adults with kindness and courtesy.
- Raise your hand and wait your turn before speaking.

Listen & Share

- Pay attention to the speaker—whether it's the teacher or a friend.
- Use active listening: eyes on speaker, voices off until it's your turn.

Work Together

- Be a positive teammate—help, share, and encourage each other.
- Take turns and let everyone join the learning.

Always Do Your Best

- Stay focused, try your work, and ask for help if something is hard.
- Celebrate mistakes—they help us grow smarter!

Be Safe & Responsible

- Keep hands, feet, and materials to yourself.
- Be ready for class with your supplies, science journal, chromebook, and good attitude.

Clear routines and frequent positive feedback help students know and follow our classroom norms.

If a student forgets an expectation:

1. We pause to **re-teach and remind** what's expected.
2. If the behavior continues, the teacher will **gently redirect** the student to the expected action.



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3. If redirection doesn't work, the teacher will ****reach out to parents**** to build a partnership for correction.

4. As a final step, if none of the above help the student meet expectations, an ****office referral**** will be submitted.

The following research explains why this system of routines and positive feedback works: **Positive reinforcement and structure** significantly increase the likelihood that students will repeat expected behaviors—and help reduce disciplinary issues in the long run. When students receive more praise than correction, they engage more and feel safer in the classroom.

[Responsive Classroom](#)

Re-teaching expectations (even mid-year) ensures students truly understand routines, and reminders help them self-regulate before issues escalate. [PBIS Rewards](#)

The **“Redirect” step** is a respectful, low-intensity way to bring attention back to on-task behavior without formal consequences—often enough to reset without disruption. [pent.ca.gov](#)

Parent notification brings caretakers into the conversation early and shows a commitment to working together.

Finally, **office referrals** are used sparingly—only when previous supportive responses haven't resulted in a safe, productive classroom. This aligns with a multi-tiered approach to behavior support. [Responsive Classroom](#)

Attendance Policy & Its Importance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to:

Using Savvas Knowledge and Skills, students will develop science and social studies skills such as

- Properties and Changes of Matter
- Elements & Chemical Change
- Forces & Motion
- Energy
- Solar System



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- understands places and regions in the of the World
- understand the location and patterns of settlement and the geographic factors that influence where people live
- understand how people adapt to and modify their environment
- Freedom Week
- Hispanic Heritage Month

Course Resources

- Chromebook (provided by Midland ISD)
- Composition notebooks, writing utensils, scissors, liquid glue, etc. (part of the school supply list)
- Savvas and other supplementary resources

Grading Policy

According to Midland ISD Grading Policy:

Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study.

Students will receive minor assignment feedback within three to five school days. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process.

Major assignments - 40% Minor assignments - 60% which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

School-wide System of Communication

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!



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Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date: _____