

Family and Consumer Sciences (FACS)

6th Grade Classroom Policies and Procedures

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Overview

Welcome to sixth grade Family and Consumer Sciences (FACS). *You, the Individual*, is designed to help students develop positive self-esteem and to encourage connections to integrate learning into individual goals. Grade 6 students are continuously adapting to new environments and expectations. This course gives students the opportunity to acquire classroom experiences and practice critical thinking skills that will help enable them to make the best possible personal decisions.

Units of Study

Unit	Title	Concepts
1	Individual, Family and Community	<ul style="list-style-type: none"> Living in a diverse, global society
2	Family and Human Development	<ul style="list-style-type: none"> Family relationships impact human development
3	Consumer and Family Resources	<ul style="list-style-type: none"> Achieving personal, family and consumer-related goals
4	Focus on Food and Nutrition	<ul style="list-style-type: none"> Using food and nutrition for wellness
5	Weaving the "Right Wear"	<ul style="list-style-type: none"> Using textiles to meet the needs of individuals
6	Living Spaces	<ul style="list-style-type: none"> Using living environments to meet our needs

Types of Assignments

Learning and Practice	Mastery
Indicated on the progress report as practice	Indicated on the progress report as mastery
Given accurate and helpful feedback	Given accurate and helpful feedback
Reported on the progress report as a learning skill	Reported on the Report Card as a grade
Homework may be graded for completion	Graded for individual work on assignments
Includes homework and class work	Includes tests, quizzes, projects, homework, and class work
Takes the form of presentations, debates, artwork	Takes the form of presentations, debates, artwork

Grading Policy: The Report Card Letter Grade

The report card letter grade reflects only the student's individual achievement of the MCPS standards for a specific marking period. A variety of assessment methods will be used to monitor and evaluate a student's understanding of the objectives.

Types of Assignments for learning, practice and achievement may include:

- Warm-up activities
- Reading and Writing explorations (textbooks and worksheet packets)
- Use of technology
- Projects (individual and group)
- Entrance and exit cards
- Lab activities/investigation for inquiry projects
- Lab reports (individual and group)

- Safety assessments
- Presentations
- Portfolio checks
- 3-2-1 summaries, quizzes, tests, exams

Assignments and assessments will be evaluated on a 50 to 100 percent scale. Students will be told to indicate on the assignments if it is a learning and practice (P) assignment for formative assessment or a mastery (M) assignment toward the academic grade.

90-100	A	Student demonstrates a full and complete understanding of the course objectives based upon assignment rubrics
80-89	B	Student demonstrates a good understanding of the course objectives based upon assignment rubrics
70-79	C	Student demonstrates a basic understanding of the course objectives based upon assignment rubrics
60-69	D	Student demonstrates some understanding of the course objectives based upon assignment rubrics
50-59	E	Student demonstrates little or no understanding of the course objectives based upon assignment rubrics

There is no extra credit.

At the end of each quarter, the grades of all assessments will be used to determine the report card letter grade.

Required work categories will be weighted as follows:

- 10% Homework completion
- 40% Formative Assessments
- 50% Summative Assessments

Grading Policy: Learning Skills

Two learning skills will be reported on the report card and progress reports: **participation** (asking and answering questions, sharing ideas, using feedback to make corrections, taking notes, coming in for help when needed, and bringing appropriate materials) and **assignment completion**. Data will be collected to monitor progress in these two categories. The report card will indicate whether each skill has been demonstrated consistently (C), often (O), sometimes (S), rarely (R), or not enough information (NI).

Revision of Student Work

- Assessed tasks may be revised to receive a higher grade and will be accepted until the lesson sequence assessment is given
- Revision of student work will be reflected as part of the participation score in the learning skills area
- The original student work, along with the teacher comments and or rubric, must accompany the revised work in order to be graded.
- Quizzes used as formative assessments may be taken a second time, however the second score will take precedence over the first. The student is responsible for attending the makeup testing session as announced by the teacher, before re-taking the quiz.
- The end of the unit assessment cannot be retaken.

Policy on Late Work and Missing Work

Practice assignments need to be completed on time since the student will not get the benefit of going over it with the class. **Graded** assignments will have a *due date* and a *deadline*. A **due date** is the date by which you are expected to submit the assignment. Your grade will drop one letter grade if it is not in by the due date. The **deadline** is the last day the assignment will be accepted for a grade. Frequently the due date and the deadline will be the same. After the deadline, the assignment will receive the lowest possible score of 50%. However, after the deadline has passed, while accepted for review, work will not be accepted for a grade.

Please return to your FACS teacher by September 8th.

We have read this policy sheet concerning the Family and Consumer Sciences class.

Student Name (Printed) _____ Period _____

Parent Signature _____ Parent email _____