



Explore 2025-2026 Syllabus

Teacher: Mr. Matthew Haught

Email: mhaught@astecschoools.com

Plan Period: 1st Hour

Monday - Friday: 8:42 AM - 9:30 AM

Early Release Monday: 8:40 AM - 9:14 AM

Phone: 405-947-6272

Textbook: *N/A*

Course Description:

Explore is a 6th grade course that covers four nine-week units: Character Education, World Cultures, Citizenship, and Careers and the Workplace. Scholars improve interpersonal relationships through the understanding and practice of manners and etiquette. Scholars discuss and develop the concept and importance of character, integrity, and professionalism. They will analyze examples from world leaders and quotes applying them to our studies. Explore covers the comparisons of the customs, traditions, holidays, decorations, clothing, festivities, food, housing, family structures, and education of various cultures in the world, past and present. Scholars identify and research the meaning and importance of citizenship and how to take actions in their daily lives within their own communities. Scholars will be guided to recognize the value of diversity and inclusion within a community and understand how citizenship plays a role in promoting these values. Scholars will develop a basic understanding of career preparation, including writing resumes, business/ collaborative proposals, professional behavior, workplace etiquette, and future goals. In addition, they demonstrate cursive writing skills efficiently from memory, practicing daily until mastery of cursive writing is achieved.

Course Objectives:

1. Identify six essential character traits needed for personal success and well being, using the Six Pillars of Character Education. Compose behavioral examples of the essential character traits. Analyze short stories/ videos to identify the character traits that are demonstrated by the character in the story. Examine the differences in the impact on others when the character traits are demonstrated and when they are not. Analyze character trait responsibility. Communicate to scholars the character traits they demonstrate frequently. Report ways they demonstrate the character traits. Describe ways to communicate the character traits without offending others. Explain that the character traits and habits you display now will follow you and possibly impact their future.
2. Introduction of concepts of culture and analysis of the wide variety of cultures that exist in our community and the world. Define culture and the concept of culture. Recognize that some differences among people stem from culture and that some stem from personal traits and preferences. Describe how their culture has shaped each of them. Explain some of the attributes of culture. Describe, present, compare and analyze how they see their own culture and the ways in which they feel that their culture is misunderstood by others. Describe holiday, heritage, traditions and festivities among cultures and how these affect various/other/its own culture. Prepare and apply table etiquette.
3. Citizenship scholars will be able to define the concept of citizenship and explain its significance in a society. Identify the fundamental rights granted to citizens, such as freedom of speech and the right to vote. Recognize the various responsibilities that come with being a citizen, including obeying laws and paying taxes. Analyze case studies or scenarios to understand how responsible citizenship contributes to a community's well-being. Encourage a desire to actively participate in civic activities and contribute positively to society.

Recognize the value of diversity and inclusion within a community and understand how citizenship plays a role in promoting these values.

4. Record and discuss/ explain interests, goals, and plans for the future. Name and question possible careers/jobs that are of interest. Analyze how to complete job applications, create resumes, and hold a mock interview to model a real job interview. Collect, Organize, Compare research, collaborate and share information discovered. Research educational path/degree required for career/job of interest. Identify and prepare an education path to the chosen career/job of interest. Compare and examine jobs/careers to determine why it's a fit for you including benefits of the job. Design powerpoint and present a job/career of interest to persuade others to go down the same career path as you, modeling job requirement. Evaluate and Judge to determine if you agree that job/career is a good fit for the student or not, then debate and formulate reasoning.

Required Materials:

- Composition Notebooks – one per class; additional notebooks may be needed later in the year.
- #2 pencils and pens - replenished during the year
- One handheld pencil sharpener with a shaving catcher
- Loose-leaf, lined paper. 500 Count to start. Students must replenish as needed.

Attendance Policy and Classroom Expectations:

- All scholars must attend class with the required materials, be on time, and participate.
- Scholars must be present 90% of class time each semester. This means scholars can not miss more than eight days a semester per class.
- Three tardies will equal one absence.
- All scholars are expected to be respectful to all individuals in the classroom at all times.
- There is to be no gum in the classroom.
- Scholars are to come to class prepared with all materials, including notebook paper, pens, and assignments.
- Any scholar absent from class has the same number of days as they are absent, plus one day to turn in missed assignments. The scholar must find out what assignments were missed (check Google Classroom or ask the teacher as soon as possible). Failure to turn in missed work will result in a zero. Any assignment or project due on the day of absence must be turned in the following school day in attendance.
- Scholars have one week to meet with their teachers to set a date to make up a test. Scholars have until the quarter ends to take a test missed due to absence. Only tests not made up will receive a grade of zero.
- All assignments must be completed by the day they are due.
- Academic Dishonesty: Plagiarism and cheating will not be allowed in this classroom! Zeros will be given for plagiarism and cheating, parents will be called, and further disciplinary actions may be taken. Plagiarism and cheating include copying another scholar's work.

Academic Meaning of a Grade:

The grades reported to parents and students will be divided into two parts. A traditional "A through F" grade will be given to reflect the percentage assigned to the academic work attempted by the scholar. It DOES NOT reflect the scholar's mastery of the content. In addition, scholars will be given a Mastery-Based Learning grade. The last grade of the year will express how well the scholar has mastered the state-required content.

For example, a scholar may be given an "A" for the traditional grade but a "2" on the Mastery-Based Grading system and would be reported as "A/2." Ideally, these grades will match up as "A/4."

- Grades should accurately reflect individual scholar achievement about course evidence outcomes related to Oklahoma Academic Standards / National Standards for the subject taught.
- A "3" on a task/assessment is considered proficient or meeting grade-level standards, while a "4" is considered advanced or meeting grade-level standards with high excellence.
- Extra credit is not applicable, but an extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency.
- Scholars are given timely feedback and reteach/relearn/reassessment opportunities are provided to promote

proficiency in the standards.

Weighted Category:

Formative: 25%
Summative: 45%
Classwork: 20%
Participation: 10%

Grading Scale:

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F Less than 60%

Formative Versus Summative Scores: "Teachers record and track *formative scores* from individual assessments as indicators of students' knowledge or skill at particular moments in time. In comparison, *summative scores* are final scores based on the pattern of students' responses over time. Teachers may base each score on several common assessment forms, such as obtrusive, unobtrusive, and student-generated assessments. However, formative scores are used for tracking progress. In contrast, summative scores express students' mastery of a topic, generally at the end of a unit."

— Robert Marzano

Enrichment/Remediation: Students who struggle on an assessment with one or more standards may be assigned enrichment during the school day and required to attend Saturday morning enrichment. When students have completed enrichment, they are given a reassessment to show their understanding of the standard. The grade on the reassessment will replace the original grade.

Scholar Progress:

- Progress reports for scholars are prepared three times each year, midway through each 9-week grading period *except for the first quarter*. Parents **MUST** come onsite to pick up and sign for the progress report on the day they are issued. Parents/guardians of scholars making a "D" or "F" grade must meet with teachers then. If a parent/guardian does not attend this important meeting, their scholar will not be allowed back in class until the progress report is picked up and the meeting is attended. The conference will be scheduled according to the teacher's work schedule.
- School dismisses at 3:35 pm. Students not making adequate progress may be required to attend Saturday school and be assigned to Personalized Learning instead of an elective.