6th Grade Mathematics Course Syllabus

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"Mistakes are part of the dues one pays for a full life." -Sophia Loren

Warmest Welcome to Middle School Mathematics!

It's Middle School! It is that time in a student's life when they are beginning to find their identities and who they are. Whether they are in the classroom, helping in the local community, or through their hobbies, they are embracing adventures to find their passions to make into careers! As an educator, I'm dedicated to embracing a culture of teamwork, determination, competition, and work ethic among students! They come from so many walks of life and deserve current information about math and real-life skills to use in their careers and interactions. It's all a step-by-step process! I'm beyond excited for a great school year, and I cannot wait to build my students from the ground up!

Course Description

- **6th Grade Mathematics Course Introduction**

  Sixth grade (6th grade) mathematics course content regularly incorporates the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through three extensive ideas of content: (1) numerical reasoning, (2) patterning and algebraic reasoning, and (3) geometric and spatial reasoning. Grade 6 mathematics' fundamental purpose is to formalize and extend the fundamental mathematics students learned in previous grades. Students will build upon their numerical reasoning to perform more operations with whole numbers, fractions, and decimals, explore positive and negative numbers, and part-to whole and part-to-part relationships. Reasoning with patterns will guide their exploration of one-step equations and inequalities to represent real-world phenomena. Students will also extend their geometric and spatial reasoning to explore complex shapes and volume. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- **Course Knowledge *(This is a tentative schedule and will change if needed)***
  - *a. Uni 0: Rules and Procedures/Classroom Expectations/Thinking Like a Mathematician*
    - I. Taught from August 5th – August 8th
  - *b. Unit 1: Exploring Real-Life Phenomena Through Statistics*
    - *I.* Taught from August 7th – September 12th
  - *c. Unit 2: Making Relevant Connections through Number System Fluency*
    - I. Taught from September 15th – October 17th
  - *d. Unit 3: Investigating Rate, Ratio, and Proportional Reasoning*
    - I. Taught from October 20th – November 14th
  - *e. Unit 4 Building Conceptual Understanding of Expressions*
    - I. Taught from November 17th – December 18th
  - *f. Unit 5: Exploring Real-Life Phenomena Through One-Step Equations and Inequalities*
    - *I. Taught from January 6th – February 3rd*
  - *g. Unit 6: Exploring Area & Volume*
    - I. Taught from February 4th – February 25th
  - *h. Unit 7: Rational Explorations: Numbers and their Opposites*
    - I. Taught from February 26th – March 18th
  - *i. Unit 8: Graphing Rational Numbers (Taught from March 20th – April 12th)*
    - I. Taught from March 19th – April 3rd
  - *j. Unit 9: Bringing it all together! (Taught from April 16th – End of School Year)*
    - I. Taught from April 14th – End of School Year

What is my Teaching Philosophy?

My teaching philosophy stems from us as role models. In this time of their lives, students are looking for role models to help them guide through life. They want a safe, positive learning environment inside the classroom and school and are willing to provide a support system. It's my job as an educator to provide activities and an environment that is led by encouragement, teamwork with students, determination, grit, and communication to build students to the best that they can be. The teacher will also need to have the same attitude of teaching to fellow educators, custodians, and administration for the students to follow their example. Education provides the bridge of intelligence that students will use to problem solve real life scenarios.

Behavior Expectations

My expectations in the classroom

1. Treat everyone in the classroom the way you want to be treated.
2. Come into class quietly and start on the Warm-Up or Skills Practice.
3. Place your bookbag under your desk and get out the materials that you will need from your bookbag. The materials you will need will be on display as you work on your Warm-Up.
4. Raise your hand silently to be acknowledged if you have a question or answer to the class.
5. Follow the teacher's directions the first time that they are given.
6. Keep your conversations within your group at a minimum noise level when having discussions about the content.

Above all, if you need help with any problem, ASK QUESTIONS! Chances are another classmate might have the same question as you.

Consequences for Misbehavior

1. Verbal Warning
2. Student-Teacher Conference/Parental Contact
3. Parental Conference
4. Behavioral Intervention Plan
5. Referral to Administration

RCTCM's Grading Policy

Late Work Policy

- Students are expected to complete and turn in assignments by the assigned due date. If you are absent on the day the assignment is due, please turn in your assignment the day you return. I will reserve a drop box for students that need to turn in late assignments.

Missing Work

- Students are expected to make-up assignments and assessment missed due to absence from school. It is the student's responsibility to ask teachers for the make-up upon returning to class. Make-Up work MUST be completed within 5 days of returning to school.

Homework

- Homework is a valuable part of the instructional process. It allows students to practice what has been taught; it also lets parents see what students are learning and where they are in their level of understanding. Homework will be assigned and needs to be returned the next day. These announcements will be put on my Remind for students to complete.

Grading Calculation

Middle School student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

- Final Grades will be determined by the cumulative semester average using the following criteria:
  a. Minor Grades = 60%
     1. Examples can include Warm-Ups, Labs, and Notebook Checks to check student understanding for what they have learned throughout the day.
  b. Major Grades = 40%
     1. Examples include Unit Tests, Project-Based Learning, and other summative activities that review a section of a standard or unit.

Score	Letter Grade
90 - 100	A
80 - 90	B
75 - 80	C
70 - 75	D
Below 70	F

Additional Information

Remind (Parents Only!)

- Text 81010 to @
- This will let you see class announcements! Please do not hesitate to ask questions or address concerns with your student!

Welcome to Sixth Grade!

Parent/Guardian and Student Signature:

By signing below under student name and parent/guardian name, we acknowledge that we have read and understood the following:

_____ Mr. S's Sixth Grade Syllabus

_____ Phone Policy

_____ Classroom Expectations

_____ RCTCM's Grading Policy

Student Name: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Phone Number: _____

Parent/Guardian E-Mail Address: _____