 

6th Grade Mathematics/Science 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 Math!**

It’s Middle School! It’s that time in a student’s life where 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 embrace a culture of teamwork, determination, competition and work ethic among students! They come from so many walks of life and are deserving new 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 my first year in teaching, and I can’t wait to build my students from the ground up!

**Course Description**

*6th Grade Math*

* **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 big ideas of content: (1) numerical reasoning, (2) patterning and algebraic reasoning, and (3) geometric and spatial reasoning. The fundamental purpose of Grade 6 mathematics is to formalize and extend the fundamental mathematics that students learned in the 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)***

1. *Unit 1: Exploring Real-Life Phenomena Through Statistics*
2. Taught from August 14th – September 13th
3. *Unit 2: Making Relevant Connections through Number System Fluency*
4. Taught from September 14th – October 17th
5. *Unit 3: Investigating Rate, Ratio, and Proportional Reasoning*
6. Taught from October 18th – November 17th
7. *Unit 4 Building Conceptual Understanding of Expressions*
8. Taught from November 27th – December 18th
9. *Unit 5: Exploring Real-Life Phenomena Through One-Step Equations and Inequalities*
10. *Taught from January 8th – February 4th*
11. *Unit 6: Exploring Area & Volume*
12. Taught from February 6th – February 23rd
13. *Unit 7: Rational Explorations: Numbers and their Opposites*
14. Taught from February 26th – March 18th
15. *Unit 8: Graphing Rational Numbers (Taught from March 20th – April 12th)*
16. Taught from March 20th – April 12th
17. *Unit 9: Bringing it all together! (Taught from April 16th – End of School Year)*
18. Taught from April 16th – End of School Year

*6th Grade Science (Homeroom Only!)*

* **Course Introduction**

6th Grade Science focuses on learning earth science. The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth.  Sixth grade students observe and explain how an aspect of weather can affect a weather system.  They use different models to represent systems such as the solar system and the sun/moon/earth system.  They use what they observe about the earth’s materials to infer the processes and timelines that formed them.  Sixth graders write instructions, describe observations, keep and analyze the data they collect, and show information in graphical form.  When analyzing the data they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.  The students replicate investigations and compare results to find similarities and differences.

* **Course Knowledge**

1. *Unit 1: Earth’s Changing Landscape*
2. 1A: Earth’s Crust and the Rock Cycle (Taught from August 14th – September 8th)
3. 1B: Weathering, Erosion, Deposition, and Soil (Taught from September 11th – October 6th)
4. *Unit 2: Water in Earth’s Processes*
5. Water Cycle and Currents (Taught from October 9th – November 17th)
6. *Unit 3: Climate and Weather*
7. Atmospheric and Weather Patterns (Taught from November 27th – December 15th)
8. *Unit 4: Solar System and Beyond*
9. Solar System (Taught from January 8th – February 2nd)
10. *Unit 5: Earth, Moon, and Sun*
11. Phases of the Moon and Seasons (Taught from February 5th – March 1st)
12. *Unit 6: Human Impact*
13. Humans and the Environment (Taught from March 4th – April 5th)
14. *Unit 7: Review for Georgia Milestones*
15. Taught from April 15th – End of the 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 are wanting a positive climate and culture inside the classroom and school and are willing for 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 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 Opening Activity.
3. Place your bookbag on the hook based on the number on your desk. Get out the materials that you will need from your bookbag. You will not go back to your bag if you left any materials behind. Your materials you will need will be on display as you work your opening activity.
4. Raise your hand to be acknowledged if you have a question or answer to the class.
5. Always follow the teacher’s directions.
6. Whenever someone is speaking, look to the person that is speaking and give them their undivided attention. This will give them the respect they deserve to share what they have.
7. Keep your conversations within your group at a minimum when having discussions about the content.
8. Dismissal will be under the teacher’s supervision. Pay attention to who is being dismissed based on your transportation.
9. Above all, if you need help with any problem, ASK QUESTIONS! Chances are another classmate might have the same question as you.

*Consequences (Will Follow the Hephzibah Middle School Wide Plan)*

1. Student-Teacher Conference
2. Verbal Warning/ Time-Out on Grade Level
3. Contact Parent/Guardian
4. Parental Conference
5. Referral to Administration

* *Don’t think about me punishing as a problem. See it as getting better! We ALL make mistakes, and there’s no shame in making them!*

**Hephzibah Middle School 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. There is a bin with folders that will be reserved for students to pick up any missing work that they have to complete if they have been absent, or they might have missed.

*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:

1. Minor Grades = 60%
2. Examples can include Warm-Ups, Labs, and Notebook Checks to check student understanding for what they have learned throughout the day.
3. Major Grades = 40%
4. Examples can include Unit Tests, Project-Based Learning, and other summative activities that review a section of a standard or unit as a whole.

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| --- | --- |
| 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 @mrsmathcl
* 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

\_\_\_\_\_\_ Dress Code and Phone Expectations

\_\_\_\_\_\_ Classroom Expectations

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian E-Mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

