

SYLLABUS

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Conference Hours	By Appointment

Course Name	Mathematics
Course Number	500
Grade Level	6
Textbooks	California Math McGraw – Hill
Resources	Math with Pizzazz Worksheets Online Textbook Resources
Required Materials	<ul style="list-style-type: none"> - textbook - composition notebook / writing paper - pencils / pens - homework log notebook - correction pen (optional) - ruler - graph paper (if needed)

Course Description:

The primary objective of 6th grade Mathematics course is to focus on four critical areas:

(1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems;

(2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;

(3) writing, interpreting, and using expressions and equations; and

(4) developing understanding of statistical thinking.

ESLRs Addressed				
1a 1b 1c	2a 2b 2c	3a 3b 3c	4a 4b 4c	5a 5b 5c
Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course				
1a 1b 1c	2b	3a 3b 3c	4a 4b 4c	5b 5c

Content Standards

The following is the California Department of Education Content Standards of this Course.

- (1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.
- (2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.
- (3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.
- (4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in grade 7 by drawing polygons in the coordinate plane.

Classroom Rules

This section includes the rules set by the teacher and the consequences of violating these rules.

Test / Quiz / Make Up Work

- Only excused absences will be allowed to make up tests, quizzes, or submit homework
- If the student needs to make up a test/quiz, a make up will be given in the office on the same day the student returns to school
- Upon returning to school after an absence, a student has the responsibility to meet with the teacher to develop a plan for making up missed work and/or examinations.

Important: If you are caught cheating or copying assignments, you and your partner will earn a score of zero and a possible detention.

Classroom Rules

1. Be on time for class and come prepared. Have all your materials ready.
2. No talking while teacher is talking. Raise your hand and wait to be called upon before speaking and do not interrupt others.
3. No eating in class. Only water is permitted.
4. Respect yourself, others and the environment. No writing or scratching on the desks, bulletin boards, walls, etc.
5. Positive remarks or comments only.
6. Carrying or using cell phones is not allowed during school hours.
Cell phones must be turned off and stored in lockers or cars and may be used only after school

Note: School rules are to be followed at ALL times.

If the rules are not followed the following steps will be taken:

1st offence- Written or verbal warning from the teacher

2nd offence- Phone call to parent/guardian

3rd offence- Referral to administrator

*** **NOTE:** SOME OFFENCES WILL RESULT IN IMMEDIATE REFERRAL TO ADMINISTRATION ***

Assessment Method

This section includes rules set by the school administration

Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

This section includes grade percent distribution and additional rules set by the teacher

Tests = 50%
Quizzes = 25%
Homework = 10%
Participation = 15 %

NOTE: For assigned projects, grades will count as part of Participation.

Ms. Tantoushian's Syllabus Agreement

Students:

By signing below, you have agreed to the 6th Grade Mathematics Syllabus and all of the policies contained within.

Student Printed Name:

Student Signature:

Parents/Guardians:

By signing below, you have read and agreed to the 6th Grade Mathematics Syllabus and all of the policies contained within as they apply to your student.

Parent/Guardian Printed Name(s):

Phone Number(s) Best Reached At:

Email Address:

Parent/Guardian Signature:
