

COURSE EXPECTATIONS

**Mr. James Kelly
Mathematics 6
Bob Miller Middle School**

I. COURSE SCOPE AND GOALS

Course Scope:

This course is designed for sixth grade students to incorporate previously learned mathematics concepts in developing new skills and understanding of decimal and fraction operations, ratios, and percents, as well as, to broaden their understanding of measurement and geometric concepts. Problem solving, connections, reasoning, and communication will also be integrated within the courses mathematical content. The use of technology, math manipulative, and other visual tools will be incorporated into the instructional design. Mathematics is required course for all sixth grade students.

Course Goals:

1. To reason mathematically and communicate that understanding in a variety of ways, including oral, written, and pictorial.
2. To build connections within mathematics strands and between mathematics and other subjects through problem solving situations.
3. To increase and develop greater efficiency and accuracy in using estimation and computational skills in the rational number system.
4. To reinforce and extend the concepts of number sense, number relationships, and estimation.
5. To explore methods to analyze, extend, and create multiple representations of math patterns, and mathematical relationships.
6. To extend and apply the concepts of measurement and geometry to practical problems.
7. To solve problems using mathematical tools, including calculators, computers, manipulative, and measuring devices.
8. To explore data collection and organizational methods to verify hypotheses using statistical procedures.

II. PRE-REQUISITES

1. Sixth grade standing

III. PRE-ASSESSMENT

Each student will take a pre-assessment to determine skill deficiencies and strengths in alignment with the prescribed syllabus.

IV. POST-ASSESSMENT

Each student will take a post-assessment to determine individual growth in course content, accomplishment of individual growth with regard to performance objectives, and strengths and weaknesses of the education process.

V. COURSE TOPICS AND SEQUENCE

1st Quarter

3rd Quarter

Use Concepts of Number Theory
Decimals
Integers
Number Patterns
Evaluate Formulas and expressions

2nd Quarter

Data Analysis and graphs
Use a coordinate plane
Fractions / Mixed Numbers
Identify equivalent expressions
Percent

Estimate & Compare units of measure
Select & apply formulas for perimeter
Mean, Median, Mode and Range
Solve Denominate Measure

4th Quarter

Probability
Rate / Ratios
Percent Proportion

Continuing Skills, Themes, Topics, and Concepts

Calculators
Problem Solving
Estimation
Basic Facts
Vocabulary Development
Writing Across the Curriculum
Career/Occupational Connections & Applications

VI. COURSE ACTIVITIES

- A. Tests: The teacher will administer tests and quizzes throughout the course of study to determine the individual student's development as well as the effectiveness of the teaching strategies utilized.
- * Quizzes may be administered weekly or as often as the teacher deems necessary.
 - * Unit tests will be administered at the conclusion of each unit of study.
 - * Semester exams will be given at the end of each semester.
- B. Assignments: Students will be given homework assignments Monday through Thursday as stated in the School-Wide Homework Policy. Work must be completed in **PENCIL** and all work must be shown to receive full credit. All assignments must include the Bob Miller MS Heading. These assignments will directly relate to the material that has been presented and discussed in class. Students will be given time to begin these assignments and receive individualized assistance in class. Each student will keep homework assignments in his/her binder.

All daily, short, and long-ranged assignments are due the following day or on the date identified by the teacher. If a student is absent on the day an assignment is due, the completed assignment is due the day the student returns to school. If a student does not turn in an assignment on the day it was due, he/she may be penalized a maximum of 20% per day until the assignment is turned in. Students are expected to turn in something every time an assignment is due. If a student does not complete an assignment, then he/she must turn in a form indicating that he/she did not do or did not have the assignment. In addition, the student should indicate why the assignment was not handed in or completed. Late assignments need to be completed for review of information and acquisition of knowledge.

- C. Makeup Work (CCSD Reg. 5113): After any absence, a secondary student is required to initiate contact with the teacher to obtain appropriate makeup work within three (3) days immediately following the absence. Once the contact has been made with the teacher, specific makeup work must be completed and returned to the teacher within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (5) days to complete makeup work. 1 day = minus 20pts, 2 days = 40pts, 3 days = 60pts, 4 days = 80, 5 days = 100pts. Students will find the assignments for the week listed on the classroom notebook and should copy these into their planner, utilizing the 5-day schedule. Students absent for more than a one-week period should contact the teacher to arrange for a complete makeup schedule.
- D. Enrichment: The teacher will provide enrichment materials for the exceptional student above and below average grade level.
- E. Extra credit may be offered at various times throughout the year. Extra credit will not be available unless all regular class work is done.
- F. Across the Curriculum Activities
1. Writing Process: Students will frequently be asked to write about mathematical concepts. The purpose of using writing skills in this manner is to assist students in clarifying their mathematical concept understanding while encouraging the students to apply their knowledge in creative methods. The teacher will include the writing process in weekly homework assignments and on quizzes/tests. Students will be expected to write about how they solved problems, to take notes, to identify vocabulary, and to write and answer story problems.
 2. Technology: Students will be encouraged to use both calculators and computer related technology wherever it is deemed appropriate and complementary in the mathematics curriculum.
 3. Study Strategies: Two-column notes, three-column notes, concept mapping, outlining, vocabulary study, and other strategies will be used.
 4. Problem-Solving Strategies: Strategies will be employed throughout the year and related to specific mathematical concepts. Students will use strategies to solve daily and weekly problems.

VII. MATERIALS

- A. Each student will use a copy of the textbook, Prentice Hall, Middle Grades Math Course I.
- B. The student will be responsible for the care of this book for the entire school year. If the book is lost or stolen, the replacement cost will be \$50.00. The student will pay a portion of the total cost if the book is in need of repair. This fee will be assessed appropriate to the damage done to the textbook. **Textbooks are to be kept covered.** Book checks will occur throughout the year.
- C. The following materials will be needed each day in class:
 1. 3-ring notebook with four red tab dividers and notebook paper – Students will be required to keep a section in their notebook for their mathematics class. This section will be divided into 4 areas: vocabulary/notes, warm-ups, assignments, and strategies. Student notebooks will be evaluated regularly.

2. Pencils, erasers, and a red ball point pen for grading
3. Protractor and ruler
4. Bob Miller Middle School planner
5. Composition book (for note taking)

VIII. EVALUATION

A. Criteria for arriving at student grades:

1. Tests/quizzes will constitute 35% of the quarter grade.
2. Homework assignments will constitute 25% of the quarter grade.
3. Classwork and problem solving activities will constitute 30% of the quarter grade.
4. Participation will constitute 10% of the quarter grade.
5. The semester grade is determined by averaging the two-quarter grades each with a 40% weight and the semester exam with a 20% weight.

B. Explanation of Student Grades

A	90%-100%	Excellent
B	80% - 89%	Above Average
C	70% - 79%	Average
D	60% - 69%	Below Average
F	Below 60%	Failing

C. Grade reports will be issued as follows:

1. Grade day reports will be given four times a year, midway through each nine week reporting period.
2. Quarter grades will be given on a report card four times a year, at the end of each nine-week reporting period.
3. Semester grades will be given twice during the year, at eighteen week intervals. Semester grades will be a combination of a semester exam grade and grades for the two quarters.
4. Grades will be updated and posted weekly.

IX. BEHAVIORAL EXPECTATIONS

A. Specific Classroom Rules:

1. Come to class on time, prepared, and ready to learn.
2. Show respect to others and the learning environment.
3. Raise your hand to speak and stand when called upon.
4. No food, beverages, or gum permitted in class.
5. All work must be completed in pencil.

B. Academic Dishonesty

If students are found guilty of academic dishonesty (cheating/plagiarizing), the teacher shall collect the assignment, mark a zero for the work and notify the parent of the consequence. A second offense of cheating or continued academic dishonesty may result in a notice of required parent conference at which time future consequences will be discussed.

C. System of Graduated Consequences:

1. First disruption – Verbal warning
2. Second disruption – Classroom citation and student/teacher conference

3. Third disruption – 2nd classroom citation and parent contact
4. Fourth disruption – 3rd classroom citation and a counselor referral
5. Fifth disruption – 4th classroom citation and a dean's referral

This step will continue for each infraction that follows.

A classroom citation log will be kept with the purpose of documenting student infractions and will impact upon the citizenship grade. Students will be expected to sign the citation log when they have broken a classroom rule.

D. Citizenship Grade

All students will receive a citizenship grade for every class. The citizenship grade is a reflection of the student's attitude and effort toward achieving personal best. Students receiving two or fewer citations during the nine-week period will receive an "Outstanding" for the nine-week period. Students receiving three to four citations will receive a "Satisfactory" for the nine-week period. Students receiving five to six citations will earn a "Needs Improvement" for the nine-week period. Students who receive seven or more citations will earn an "Unsatisfactory" for the nine-week period. Citation reasons are directly linked to school rules. Serious infractions will result in immediate parent contact and/or a dean's referral.

E. Tardy Policy

Tardy students are reported to the dean using ClassXP. All students are expected to be in class on time. A student is considered tardy when both feet are not in the classroom when the bell begins to ring. Tardy students will be reported to the deans and will receive consequences in accordance with the school-wide tardy policy.

X. COMMUNICATION

The teacher will be available for student and parent conferences before and after school and can also be reached via email or by telephone. Parent conference appointments must be scheduled through the counseling office (799-2260). The email address is cgonzalez@interact.ccsd.net. Grades' may be accessed on "In-Touch" via the internet. Access to an updated website will provide further information about daily class assignments, announcements, and homework. This web address is <http://www.schoolnotes.com/89052/cgonzalez.html>.

Please sign this last page after reading and discussing the expectations for the class with your child. The expectations should be placed in the math section of the student's notebook behind the vocabulary/notes tab.

My signature below verifies that my child and I have read and discussed these expectations for Mathematics 6. We understand that parent participation is essential in the education process, and that the teacher, student, and parent working together can create the optimal learning situation.

Print Parent/Guardian Names:

Parent/Guardian Signature:

Date:

Home Phone:

Cell Phone:

Work Phone:

Best time to contact:

Email address:

Print Student Name (First and Last):

Period:

Student Signature:

Date:
