



Subject: Math Course Title: Common Core Math Grade Level(s): 6th

Course description:

In Grade 6, students will focus on the 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 an understanding of probability and statistical thinking.

Common Core Standards
<http://tinyurl.com/lkp5rvn>

State Standards
<http://tinyurl.com/m25sn8x>

District adopted materials:
Connected Mathematics Program

Major Topics covered:

Essential skills:

Quarter 1

- Fluently model multiplication and division of rational numbers
- Utilize common multiples and factors in real world situations
- Represent positive and negative numbers on a coordinate plane

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated

Quarter 2

- Understand ratio and rates
- Understand ratio and rates in the real world
- Display and describe 1-variable data

Quarter 3

- Understand and write algebraic expressions
- Writing inequalities to model situations
- Representing situations using equations

Quarter 4

- Modeling 2D shapes and finding their area
- Modeling 3D shapes and finding surface area and volume
- Area and circumference of circles

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

May include: group work, modified assignments, modified tests, pre-assessments, graphic organizers, templates, use of manipulatives, visual models, checklists, preview of vocabulary, and reading aloud. All work will be placed in a notebook, a journal, so that students can keep all their work together in an organized fashion.

Final proficiencies:

After every main learning target that was covered their will be a chance for the student to demonstrate what they have learned. This is called a Proficiency check, there is going to be one just about every week. The students will be given at least 4 attempts to do the best that they can do on each learning target.

Assessment/evaluation/grading policy:

Students need to show a proficiency on each learning target by the end of the quarter to get a proficiency score. They have 4 attempts in class, but can schedule for more in the mornings.

Behavioral expectations:

- *Please use journals everyday*
- *Planners are used everyday*
- Wiliness to learn and work in a corporative manner, and willingness to go to the front of the class to show work
- Homework is a must. This is practice for the Proficiency checks

- No food or drinks in the classroom. **Water is allowed if it is in a closed container.**
- Come to class prepared
- Take care of the equipment, rulers, calculators, etc.
- No electronics allowed in

Steps for Misbehavior

1. Verbal Warning
2. Change of seating
3. Lunch Conference
4. Lunch Detention – Call Home
5. Stage 1 – Parent Contact
6. Stage 2 – Parent Contact, and

class	Administration
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FINAL MARK	SCORE PATTERNS
A	At least 2/3 HP No CP or DP
B	At least ½ HP No CP or DP
C	All HP or PR No CP or DP
D	At least 2/3 HP, PR, or CP No more than 1/3 DP
F	More than 1/3 DP

Multiple choice Quizzes (Formative) or Journal Quiz (Non-Acadamic)

HP	Received a score 95% or better
PR	Correct concept and all work shown.
CP	Incomplete, or many mistakes made, little work shown.
DP	Few problems attempted, many wrong, no work
IN	Incomplete

FINAL MARK	Rational
HP	Student consistently hits the learning target with a high level of mastery.
PR	Student consistently hits the learning target.
CP	Most of the time proficient or nearly proficient. Student may show some inconsistencies with hitting the target.
DP	Student does not hit the target regularly.

Effort Grade (Non-acadmeic)

H P	Consistent – Homework turned in on time and complete
P R	Often – Homework was turned in on time, but only 75% complete
C P	Sometimes – Homework was not turned in time, or less than 50% complete
D P	Rarely – Homework was missing, never turned in or less than 25% complete.

Performance task (formative)

H P	Received the number of points required
P R	Received the number of points required
C P	Received the number of points required
D P	Received the number of points required
In	Missing work sample or blank paper

Work Samples (Summative)

H P	Received more than ½ 5 or 6s
P R	Received 4, 5, or 6s. Nothing lower
C P	Received at least 1/3 3s, No 1s or 2
D P	Received a 1 or 2 in a category
In	Missing work sample or blank paper

Proficiency Check(Summative)

H P	Explains at a high level of thinking
P R	Answered all 3 questions, and showed work
C P	Minor errors and missing work
D P	Attempts the problem, did not complete
IN	Missing or did not attempt

8/26/2016